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## **How does information and communication technology ict (pbwork) impact on autonomous learning in the saturday english program´s basic students at Liceo Hermano Miguel de La Salle school (Lhemi)**

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**HOW DOES INFORMATION AND COMMUNICATION TECHNOLOGY ICT  
(PBWORK) IMPACT ON AUTONOMOUS LEARNING IN THE SATURDAY ENGLISH  
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SCHOOL (LHEMI)**

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BOGOTÁ D.C., 24 ABRIL de 2013**

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**A thesis presented impartial fulfillment of the requirements the degree of Bachelor  
of Arts in Language**

**Director:**

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## **Dedication**

This thesis is dedicated to my family. My parents, Mauricio and Adelaida who have supported me all the way since the beginning of my studies. My siblings, Cristian, Brandon and Karol who offered me unconditional love and support throughout the course of this project.

Also, this thesis is dedicated to my boyfriend who has been a great source of motivation and just about the best partner a woman could hope for: loving, caring and fun to be with.

*Diana Mildred Chitiva Niño*

I appreciatively dedicate this thesis to my parents, Sandra and William who have given me the strength to reach and chase my dreams, to my little siblings William and Sofia who deserve my wholehearted, to my sweetheart Marco who encourages and supports me in all my decisions and to all my family who always believed in me. Without your support, encouragement and love none of this would have been possible. I also dedicated this to God who is my protector, my strength and my guider and who has always been there for me. This thesis is only a beginning  
of my journey

*Jennifer Giselle López Rodríguez*

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## **Abstract**

This thesis focused on observing the impact that a technological tool name Pbwork had on the autonomous learning in children when practicing English by themselves. This study was carried out by the Saturday English program's students at LHEMI in Bogota, Colombia. We decided to work with Pbworks due to the interest children showed when working with technology and because the observations made at the beginning of this research allowed us to identify the lack of English knowledge and practice during week days. We also found the students' need for extracurricular activities in order to become autonomous and to improve their English proficiency. Furthermore, different data instruments revealed that students had the appropriate technological instruments to work by themselves during week days. The results of the data analysis permitted us to observe that by having students using technological mediation with sources such as Pbwork English language practice was improved. This thesis showed that Autonomous Learning and Information and communication technology ICT ( Pbwork) are applicable for an integral and complementary tool for the English learning process.

*Key Words:* Autonomous learning, Pbwork, Information and communication technology (ICT), action research, practicing English language, autonomy.



## **Resumen**

Esta tesis esta enfocada en observar el impacto que una herramienta tecnológica llamada Pbwork tuvo en el aprendizaje autónomo en niños cuando practicaban ingles por ellos mismos. Este estudio se llevo a cabo en el colegio hermano Miguel de la salle con los estudiantes de el programa sabatino de ingles. Decidimos trabajar con Pbwork debido a el interés que los estudiantes mostraron cuando trabajaban con tecnologia y porque las observaciones realizadas al principio de esta investigación nos permitieron identificar el bajo conocimiento de ingles y la falta de practica y estudio del ingles entre semana. Tambien encontramos la necesidad de que los estudiantes tengan actividades extracurriculares con el fin de que sean mas autónomos y mejoren su nivel de ingles. Ademas diferente instrumentos utilizados con el fin de recolectar infromacion revelaron que los estudiantes tienen los elementos apropiados para trabajar porsí mismo durante la semana. Los resultados de recolleccion de datos nos permitieron observar que si los estudiantes utilizaban tecnologia como Pbworks se mejoraba la practica del ingles. Este estudio mostro que el aprendizaje autonomo y las ICT ( Pbwork) son aplicables como una herramienta complementaria e integral en el proceso de aprendizaje del ingles.

*Palabras clave:* tecnologías de aprendizaje autónomo, Pbwork, información y comunicación (TIC), investigación-acción, la práctica del idioma Inglés, autonomía.

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## Chapter 1

### 1.1 Introduction.

All areas in education are always seeking for innovation, with the purpose of giving learners the chance of learning through meaningful strategies and tools. Somekh (2007) stated that, this is manifested in ever-emerging new theories and teaching strategies, through which professionals in the field hope to improve teaching and outcomes (p. 2). In the English teaching area it is common to hear that technological tools have gained importance in the last few years, this, due to the various services and elements that they allow teachers to use into the classroom.

This study was developed by using a recent technological tool named Pbwork. This research took place at LHEMI throughout the practicum and various observations were made at this school: these demonstrated students' lack of autonomous learning English practice by themselves during weekdays (See annexe1). Due to the problem found in this institution we decided to adopt a Qualitative Approach, based on some analyses that arose from real daily situations in the classroom context, where we could observe the different expressions and attitudes that students showed to the diverse activities that we used for the English classes. (See Annex 2).

The main purpose of this paper was always to answer our main question: Does ICT (Pbwork) impact on autonomous learning in the Saturday English program's basic students at Liceo Hermano Miguel de la Salle school. Due to the lack of English we noticed in the students (See annex 3), we decided to work with Pbworks one of the multiple tools that ICT had introduced us. This website contained games, videos and activities that we decided to use in order to offer students a tool that could help them to learn new vocabulary and to become more autonomous.

The chapter I was devoted to providing an overview of what we wanted to investigate and on identifying the problem at LHEMI, It also contained a detailed part of the objectives of this research. Chapter II is mainly concerned to the preparatory phase, which included a study and revision of related literature .Chapter III addressed the research design , type of study and the different instruments used for data collection.Chapter IV presented and analyzed the findings from the study discussed the instrumentation, procedures, and the limitations. The last chapter was aimed at reaching conclusions once the investigation and the results were concluded. This final chapter included general findings related to the impact that Pbworks cause on the autonomous learning on Saturday English students at LHEMI.

## **1.2 Rationale.**

Carretero (2005). “Traditionally, multimedia systems have been used for teaching English with great frequency, but the entrance of ICT in a "massive" way in some schools has meant that teachers dispose of a powerful tool to motivate students” (p.1). In this way, this project is going to be focused on the impact that Pbworks one of the kind of ICT has on the Saturday program students at Liceo Hermano de la Salle.

Pbworks give students the chance to gain control of their own learning process; letting students manage the way they are learning and the time they spend on it. This helps them to become autonomous. Based on the observations done during our practicum, it is evident that most of the students become more interested when the activities are related to videos, web page based homework, and different ICT tools such as Pbworks. (See annex 2) In this annex It was noticed that students were very interested watching a video and doing activities on the computer, their faces and attitudes were pleased during face to face class.



Due to the lack of English knowledge and the learning problems that we found with the observations and the exams (See annex 3) applied to students at LHEMI, we decided to create a Pbwork in order to give them a tool where they could practice and have fun while studying English autonomously. A Pbwork is a technological tool that helps students to practice English. We found during our research that by using this tool the students could:

- Practice during weekdays the vocabulary they had learned during Saturday English classes; in this way, they would be less likely to forget the new vocabulary they saw.
- Study English by using a technological tool. Saturday program students showed a strong interest in technological tools: they enjoy watching videos, visiting websites, playing. Due to this interest we decided to work with Pbworks. (See Annex 4.)

Another important aspect that leads us to develop this project was that by having the Saturday program students using this technological tool (Pbworks) we could help them to develop and increase their autonomy. We as teachers were very interested in students becoming autonomous; we wanted them to study English by themselves. The learners tend to forget almost all the vocabulary and topics given during Saturday classes, due to the gap of 7 days that the Saturday program students have between classes. Furthermore, every time we saw them we had to repeat and repeat the topics over again because they did not remember exactly what we had worked in the previous class.

Some teachers are not only concerned with catching the students' attention and participation, but also, in encouraging them, so they give them the tools to enhance their autonomous learning. In this way we as teachers; we decided to propose something new for catching students' attention with technological instruments.

Consequently, this research was focused on creating a Pbwork that included videos, games, fun activities and links that took students to meaningful activities which helped them to review and practice previous vocabulary seen during Saturday English classes. All this, was in order to help students to reinforce the knowledge that they were learning during Saturdays sessions and to give them tools that allowed them to increase their autonomous learning.

### **1.3 Statement of the problem.**

This thesis took place at LHEMI throughout the practicum and various observations at this school; these demonstrated the deficiency of autonomous learning students' lack of English practice by themselves during weekdays.(See annex 1) These facts made us think that the seven day gap between classes continuously disturbs their learning process. Moreover, we were forced to explain over and over again, the previous content which did not allow us to progress in face to face classes. Caused by the deficiency of autonomous learning and knowledge, students became very dependent on teachers and as a result they simply acquired the knowledge learnt during face to face classes.(see annex 1).

As a result of these deficiencies in English language learning was necessary to help students to increase their knowledge because their English was basic and they needed to start using new vocabulary, in order to express their ideas; as a result, if they learnt new vocabulary, students would be able to develop more exercises on the Pbwork created (see annex 5-6). Certainly, the Saturday English program was an extracurricular activity, but we did not have the tools at school such as computers or guides and other important resources which could help us to better develop English lessons. Even though students were higher socioeconomic status, the school did not allow us to use the resources and tools it owned.

As a consequence, we had to design and implement different worksheets and ludic which helped us to modify the traditional way of teaching which the teacher was standing up in front of the white board writing down all the content and making the students to repeat aloud. In addition, the population attending on Saturday classes was not big enough and sometimes we had to work with just one or two students during the Saturday session.

We harshly had 5 or 6 students per face to face classes. In addition, because of the lack of population, the findings and the evidence developed in this thesis were not strong at all. Since, we were not able to keep track of the student's process caused by the several absences in face to face classes, we did not get a continue process on Pbworks impact on the autonomous learning (seeannex7).

The combination of the factors mentioned before showing that students were wasting their time if they did not try to do something different to what was being done in class so they could practice and got better in English. As a result, we wanted them to start using Information and Communication Technology (ICT) tools at home, just focused on Pbworks through different assignments we posted on the Pbwork during the process. To conclude, the research was based on the problems found in the context and its needs. Based on that, the project tried to encourage autonomous learning, use of technological tools and to increase the English level through the previously mentioned resources.

#### **1.4 Research Question.**

- How does ICT (Pbwork) impact on autonomous English learning in the Saturday English program's basic student's at Liceo Hermano Miguel De La Salle School (LHEMI).

## **1.5 Research Objectives.**

### **General objective**

To use Pbworks in order to impact on the autonomous English basic learning in children from seven to ten years old in the English Saturday program at LHEMI.

### **Specific objectives**

- To build a Pbwork which on weekdays will complement the development of English Saturday classes as an extracurricular course at LHEMI.
- To encourage autonomous learning using ICT (Pbwork).
- To enhance students' vocabulary knowledge through the use of activities, videos and games posted on a Pbwork.

## **Chapter 2**

### **2.1 Autonomy**

Throughout the investigation made on autonomy we found that there are different versions of it: in the view of the Dearden (1972), autonomy is not an absolute concept. It is related to someone's freedoms, thoughts and decisions made by himself (p.7). Features of autonomy are connected to different actions such as selecting, determining, and planning. The activities that an autonomous person involves in, according to Winch's (2002) are: permission, knowledge, skills, and power to choose goals in life (p.27). Looking into these two statements made by these authors we thought that the first author established a clear concept of autonomy's definition. We agree with him because he clarifies that it is not just one concept due to the relation that it has to several activities mentioned above, on the other hand the second author just focus on mentioning what autonomy requires.

## **2.1.1 Introduction to key concepts**

### **2.1.1.1 Autonomy in the field of education.**

Different writers and experts that have worked and studied on autonomy have written various definitions of it. These are based on perceptions that they have created through their life and research. This part reviewed autonomy in the field of education which is our field of interest. Berka (2000) said “the educationalist could not resist putting the concept of autonomy and education at the centre of their reasoning... If a person’s self-regulative is the final goal of education, the education process itself must be self regulative... In this respect, autonomy seems to be an essential prerequisite for education, associated with the principle of pedagogical or academic freedom and deduced from the specific conditions of the teaching process” (p. 5). This philosophical meaning of autonomy in education refers to the independence of schools, teachers and students as a way of being responsible for techniques, theories developed in education without consulting other sciences or fields. The education of sciences, such as pedagogy, linked autonomy into education as an aim in the field which is a goal in the learning process. In this field a person exercising autonomy will feel a sense of personal growth which is respected by others.

Dearden (1972) also notes that “to become autonomous is not just a purely maturational process, it is a learning task set by a particular ideal of human development” (p. 464). We considered that the exercising of autonomy should be learnt. For this paper we as teachers provided students a tool named Pbwork to help them become autonomous. It is important for this research to understand the main goal of autonomy in the field of education. After reading this author we concluded that autonomy is evidently attached in the learning process as a big circle going around the learner. Based on what this author stated we could say that autonomy in education is not defined as freedom and liberty.

According to “Rousseau, cited by Ruiz (2005):

*“Make your pupils attended to the phenomena of nature, and you will soon arouse his curiosity. But to nourish his curiosity, be in no hurry to satisfy it. Suggest problems but leave the solving of them to him. Whatever he should know not because you have told him, because he has grasped it himself. Do not teach him science: let him to discover it. If ever you substitute authority for reason in his mind, he will stop reasoning and become the victim of others’ opinions. If he goes wrong do not correct his errors. Say nothing till he sees them and corrects them himself; or at most, arrange some practical situation which will make him realize things personally. If he never made mistakes he would never learn properly. The important thing is not that he should know the topography of the country, but that he should be able to get his information for himself’.* (p.77)

Rousseau cited by Ruiz established that autonomy does not refer to liberty without restrains; it refers to encouragement of students to discover their own knowledge and their learning process by themselves through curiosity. Furthermore, autonomy is not specified in one unique word and it is not exactly named in the quotation, but as researchers it is important to recognize similar words which help students to become autonomous on the education process. Moreover, Ruiz stated that teachers should not solve all the activities proposed in a lesson, activity or unit, on the contrary, students should research and resolve everything by themselves.

Finally, the authors chosen to support this paper gave us the idea that autonomy in the field of education is defined as the curiosity and interest which students develop in their own learning process but also that autonomy is something that has to be learnt.

### **2.1.1.2 Responsibility**

Autonomy as mentioned above requires learners to be generally capable of making decisions. In the process of learning a new language it is a significant and important factor to take into account. Autonomy is about choosing the way to do something; students are capable of deciding the way they will choose to learn and the elements they will use for it. Learning a new language requires autonomy but also responsibility. Responsibility may also be understood as being in charge of something but with the implication that one has to deal with the consequences of one's own actions" (Scharle & Szabó, 2004: p. 4). Indisputably, autonomy is directly connected to responsibility because as the author stated a responsible and autonomous learner is one who accepts the idea that their own efforts are the key to progress in the acquisition of the new language.

Tumposky (1982) cited by Ruiz (2005) said that learners should be responsible for their learning process and also aware that they do not always need a guide for studying. For this reason, we thought that it would be significant for students to receive tools, instructions and activities; so that they could easily select the time they would practice and spend on the Pbwork.

Both authors mentioned above have different perceptions of why responsibility is connected to autonomy but they also agreed to each when setting some attributes that responsible learners have. These are:

- They value their own efforts in the process, and take appropriate actions accordingly.
- They monitor their own development and make use of all opportunities and resources for their own benefit.

Lastly, we could say that both autonomy and responsibility learners need to work on developing the ability to act independently of the teacher rather than waiting to be told what to do is deliberated to differentiate autonomy from responsibility. On the other hand, making reference to the process we were working with Saturday English program basic learners at LHEMI it was seen in every diary entry that students were always waiting for us to give them all the material and vocabulary to study, they were not curious. They did not show signs that proved that they studied during weekdays what we had worked on during previous classes. On the contrary, every Saturday they said that they did not remember the vocabulary and topics previously worked on, so as a consequence we had to explain the topic repeatedly. Therefore, we were not taking advantage of the time we had on face to face classes.

### **2.1.1.3 Developing autonomy in school kids.**

During school age, children are very dependent on their parents because of their susceptibility and vulnerability, but teachers need them to become more independent and autonomous in their life to further their education process. Piaget's theory cited by Kamii and Joseph (2004) stated that developing autonomy in children is about right and wrong in the moral dominion and about truth and untruth in the intellectual dominion, by taking relevant factors into account, independently of reward and punishment." (p.45) it is significant that kids start making a difference between choosing what is wrong and right, but this process needs an accompaniment of teachers and parents.

Piaget (1948/1973) cited by Kamii and Joseph (2004) stated that curiosity is a necessary consequence of constructivism. In the reality of a classroom, children's social, moral, and intellectual development is inseparable. His argument began with the statement that all children must do their own thinking autonomously to construct knowledge. Piaget went on to say that children's thinking develops in a social context (p 49).



Educators who are applying constructivism in their teaching process as a methodology, have the advantage of implementing autonomy in and out of the classroom, since the tendency is to build students' own knowledge in an appropriate environment. As a result, we based this thesis on active student participation and fostering a role as an autonomous self-regulated learner. According to the authors' proposal, this paper was composed by curiosity and different spaces for learning outside of the classroom, but it is also important to assign a role for teachers involved in this technique.

#### **2.1.1.4 Teachers' role**

The teachers' role is one of the most important factors in the learning development of each student, especially in kids who are just starting to create studying habits. When teachers are trying to develop or increase the level of autonomy among students, they must be aware of the responsibility they have faced and be prepared to assume certain behaviors. "Teachers' roles are related to assumptions about language and language learning. Some methods are totally depending on the teacher as a source of knowledge and direction; others see the teacher's roles as a catalyst, consultant, guide and model for learning." (Richards and Rodgers, 2001: p. 23). According to the contextualization of teachers' roles made above in this thesis the teachers acted as a guide who helped students to discover knowledge by themselves.

### **2.2 Technological instruments in autonomous learning.**

The English education system is always trying to find ways that might help to improve the general teaching and learning system. During this search, technology has been a useful tool that allows us to create and design different services, also offering us elements and tools that are different and always help. Technology is a fast changing tool that offers new options and challenges for teachers and students in this modern world.

Ashburn and Floden (2006) expressed that over the past thirty years lots of the changes that we have seen are directly related to technologies which intercept second language teaching and many aspects of language use. For language teachers, technology has become a powerful tool that can provide unlimited material and information (p 40). Along with endless benefits and resources that technology has given to society it has brought us Information and Communications Technology (ICT), which enables us to adapt, create, apply and access large amounts of information more easily.

Using ICT means an opportunity to teach and learn in an innovative way, different from the traditional one where teachers used boards, markers and repetition methods to explain and practice a second language. We thought that ICT does not replace teachers but gave us an alternative way to transmit knowledge.

Nowadays, Information and Communication Technology are used by teachers like us, this with the only purpose of bringing new activities into the classroom that allow us to encourage students to practice the different topics previously worked in the classes. ICT offers to society help in accessing to useful information rapidly and easily; thus is through the use of technological tools such as e-mails, the world wide web, telephone networks and computer networks that enable people to interact with the whole world. Somekh (2007) expressed that ICT tools provide learners with new opportunities for autonomy in their choice of learning activities, giving them the opportunity to increase the range of resources and possibilities to place what they had been earning in public such as blogs, forums and websites (p.32).

We agreed with Somekh because from our own experience as English teachers we have seen that technology had become a powerful tool that provides access to up-to-date material on different topics, and which could usefully to share information with our students. It also allowed children to interact with us without the need of being together in a classroom.

Due to the endless benefits that ICT had offered to our personal teaching days we chose to work with an innovative and recently launched a technological tool called Pbwork. We thought that Saturday program students needed a creative and innovative tool that would help them to practice their English and to become more autonomous.

This thesis was concentrated on determining the impact that a technological tool (Pbwork) had on the autonomous English learning in the Saturday English Programs' Basic learners at LHEMI. It was relevant to explore in depth several topics connected to our investigation; in the following part some concepts were described due to the importance they brought to this paper.

### **2.2.1. Websites**

This research project was focused on useful English websites posted on the PBwork designed for the English Saturday Program. However, it is essential to clarify why we used those websites. First, it is important to recycle useful designed material such as websites; Harmer (2007) says "websites are one of the easiest and least stressful ways of getting started with technology in the classroom. There is a large and constantly expanding collection of resources on the web, at a variety of levels and covering an amazing array of topics."(p.27) As teachers, most of the time we have to plan and carry out lessons with worksheets and other sources which implied a lot of work, but using different websites facilitates educators' jobs and innovates classes since it includes technology.

Furthermore, websites are connected to each other around the world, which allowed us to seek authentic material which helps students to contextualize the English native environment. However, educators should be careful when choosing the sources and population they are working with. Harmer (2007) stated "The web is a source of content used as a window on the wider world outside your class and it is available collection of authentic material."(p 49)

This research was charged with choosing appropriate websites for students at LHEMI because of the students be taken into account the age and the likes and dislikes. Thus this project emphasized on working with websites in which through games they could start to practice the English vocabulary. For this reason, we decided to use different activities and games taken from <http://learnenglishkids.britishcouncil.org/en/> because we had used activities from this website before in our regular daily classes in the schools where we worked and the students loved them consequently, we posted some games and activities taken from this website on the Pbwork to see the impact that these causes on the autonomous learning of students at LHEMI, also to see if students could improve their vocabulary while they have fun practicing on their own.

### **2.2.2. Wikis**

Richardson (2009), states that the word “wiki” is a short word that comes from the Hawaiian wiki-wiki, which means “quick” and “easy” therefore a wiki is a website where everyone is allowed to edit or add information in the way they consider correct. This amazing technological tool can be used in English classes because it is versatile and more importantly both teachers and students can decide what to put on it. (p. 55).

In the teaching profession we as teachers should be aware of the multiple benefits that tools like wikis could bring to the classrooms, especially because in our personal cases we wanted to give the best to our students allowing them to learn a second language with new materials. According to Dudeney (2007) the wiki was created and used by those in the high - tech community, it has become a popular tool in variety businesses and social communities (p75).

The statement that Dudeney exposed shown that technology is changing continuously, this tool is now being implemented not just in the business area, now it is used for teachers in the schools and as evidence for this we found that some of the teachers that took our questionnaires mentioned wikis as tools that they use to teach English as a second language.

### **2.2.3 Pbwork**

This study was based on a tool called Pbwork which is a free online source and helps students and teachers by complementing the education process. “Pbwork is a type of wiki designed for the educator's needs and provides several unique features, including templates for class syllabi and group projects. You can also make your wiki private so that only people with the wiki password that you assign can access the wiki. Or, you can make your wiki public so that anyone with an Internet connection and a web browser can access it” Askelearning (2007) [website] <http://askelearning.csuohio.edu/kb/?View=entry&EntryID=117>

Askelearning (2007) Pbworks offered premium accounts where we must pay; this study was able to work with the basic edition which had the necessary features for kids, such as personalized accounts for them without needing an e-mail. On the Pbwork’s website, it is clear that they offer different products, for instance business, legal and other collaborative packages. In education, Pbwork’s creators defined the product as a collaborative learning environment. Basically, this workspace brings into the classroom a non-traditional pedagogical tool where teachers and students share information and sources in the learning process. Furthermore, the features on the basic edition of the Pbwork includes user accounts, multimedia plugins, and keeping track of students' accounts and the distance learning is more interactive and collaborative. For all these reasons and features we decided to with Pbworkbecause it may help students at LHEMI to study vocabulary and practice by themselves.

## Chapter 3

### 3.1. Research Design

During this third chapter of this thesis, once the background has been put together, it is necessary to specify our approach. Based on the main objective which is to use a Pbwork in order to create an impact on the autonomous English basic learning in children from seven to ten years old in the English Saturday program at LHEMI, we decided to focus on a qualitative approach because it helped us to find the tools and mechanisms for applying this thesis particularly in the context mentioned. In order to understand this phenomenon, we decided to adopt a Qualitative Approach, based on some analyses that arose from real daily situations in a natural classroom context.

According to Burns (1999) “The researcher treats the context as it occurs naturally and no attempt is made to control the variables operating in the context as these may be the very sources of unexpected or unforeseen interpretations.” (p.22) As a consequence, the act of making reflections and observations, class by class and based on real circumstances, helped us to configure own understandings, which arise from the current mechanisms used to help students in the process of learning a second language.

The main characteristics of qualitative research are exposed by Merriam, (1998) who states that:

- The researcher is the primary instrument for data collection and data analysis. Since understanding is the goal of this research, the human instrument, which is able to be immediately responsive and adaptive, would seem to be an ideal means of collecting and analyzing data.
- The researcher can expand his or her understanding through nonverbal as well as verbal communication, process information (data) immediately, clarify and summarize material, check with respondents for accuracy of interpretation, and explore unusual or unanticipated responses.

- The process is inductive; i.e., researchers gather data to build concepts, hypotheses, or theories rather than deductively deriving postulates or hypotheses to be tested (as in positive research). In attempting to understand the meaning the phenomenon has for those involved, qualitative research builds toward theory from observations and intuitive understandings gleaned from being in the field.

- The product of a qualitative inquiry is richly descriptive. Words and pictures rather than numbers are used to convey what the researcher has learned about a phenomenon. There are likely to be descriptions of the context, the participants involved, and the activities of interest.

- Data in the form of quotes from the documents, field notes, and participant interviews, excerpts from videotapes, electronic communications, or a combination thereof are always included in support of the findings of the study.

Merriam, suggested that although “the human instrument has shortcomings and biases that might have an impact on the study. Rather than trying to eliminate these biases or “subjectivities” it is important to identify them and monitor them as to how they may be shaping the collection and interpretation of data. Based on another author named (Peshkin cited by Merriam, 1998), argued that, ‘own subjectivities, “can be seen as virtuous, for it is the basis of researchers making a distinctive contribution, that results from the unique configuration of their personal qualities joined to the data they have collected”[Article].

Taking into account the authors above, the emphasis of this inquiry was a qualitative approach because it let us collect information based on different subjective instruments such as diaries and observations. Furthermore, this approach let us collect wide information which after the triangulation of the information helped us to recognize findings.

Even though this study did not intend to quantify information and prove the outcomes obtained in the research process, it was necessary to do some diagnostics that helped us to know for instance, how often, students used ICT tools, and which kind they use and have available at the times they wanted to learn and practice English. In this way, although this research was developed under the qualitative approach.

Finally, our inquiry had to deal with qualitative approach as our main paradigm, since it made achievable to identify factors in the context that impact on the thesis process and at the end it provided result for the outcomes. The qualitative research design model was an aid for interpreting and concluding the proposal about the use of Pbworks on autonomous learning. This design allowed us to use diaries, questionnaires and surveys in order to collect additional data.

### **3.2 Type of study.**

Ferrance (2000) “Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research... .. Using the data collected and review of current literature, design a plan of action that will allow you to make a change and to study that change” (p1, p12). Action research was a suitable type of study because it supported and let us to use techniques to improve the issue we identified with the observations and the diagnostic. (See annex 3) Furthermore, we decided to take an action to develop tools for the students in their English learning process, such as Pbworks. The study let us acted in the way we hoped to resolve the question the study was concerned with.

This action research was determined to observe and analyze multiple possibilities in which students could increase their autonomous learning. The Pbwork was used to strengthen autonomy. The method used was Action Research, because of its focus, as Reason and Bradbury (2001) stated, it seeks to bring together action, reflection, theory and practice, in participation with others in the pursuit of practical solutions to issues of pressing concern to people. (p51)



Following those stages proposed by the author in action research we developed our thesis statement.

Real situations also allowed us to apply a pedagogical action research theory as well as trying to explain and solve a situation. Thus, researches can be exposed to academic theories such as action in the pedagogical field, while systematically analyzing their own teaching/learning knowledge in order to benefit students' learning, by focusing on dual aims of improving teaching practice and contributing to theoretical knowledge. Norton (2009, p53) supported investigation practices focused on the action research which uses technical-collaborative / scientific –technical / positivist means, collaboration between the expert research, and which provides the technical research expertise and practitioners whose focus is on the improvement of practice.

In addition, Action research is pertinent to this project because according to its characteristics which Norton (2009) explained in his book (Action Research in teaching and learning. A practical guide to conducting pedagogical research in universities based) on other authors' and his own experiences. The first characteristic is the social practice which, consists of trying to reach an understanding of issues concerned with teaching and learning, therefore Kembler cited by Norton (2009) getting to grips with a whole range of human issues such as the attitude of students, the politics within departments and ethos and environment of the institution. In this characteristic the project has developed observations which have given us diverse students' issues as evidenced in the classes developed during the investigation.

The second characteristic is aimed towards improving. This is an indispensable component of action research and is fundamentally what differentiates this method from other research methods. Action research has the target of getting things better than they were beforehand. The third one is cyclical; it refers to spirals of reflection, planning, observation, action and reflection.

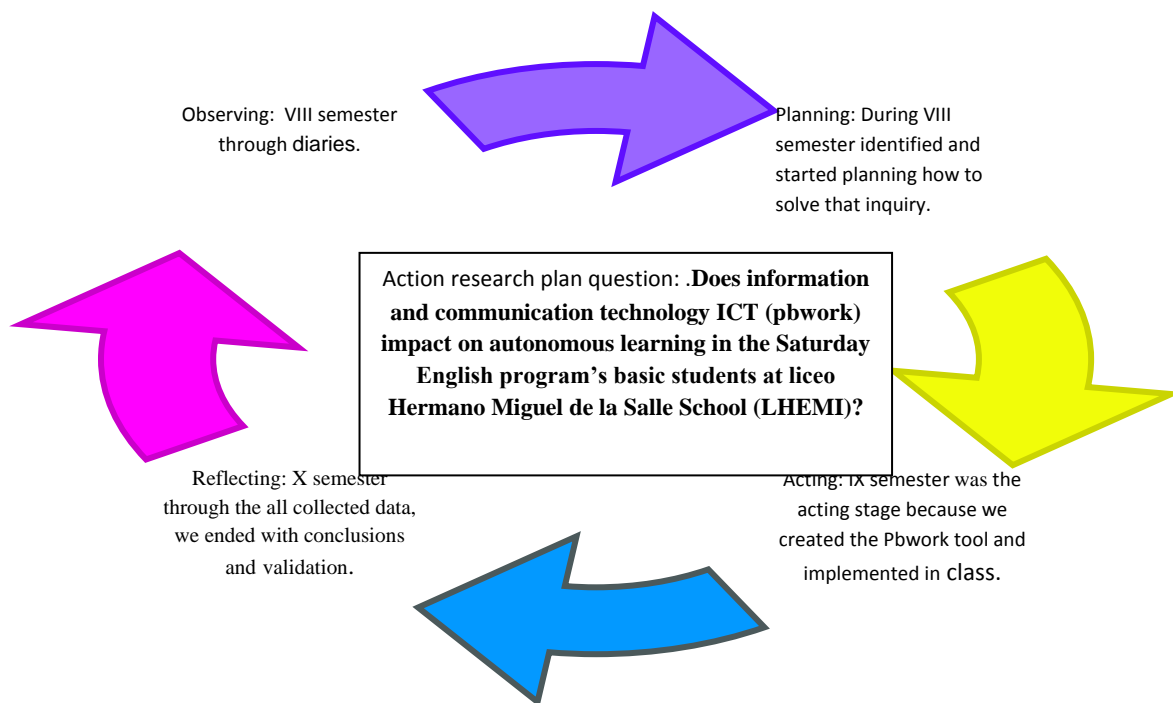
According to Smith cited by Norton (2009) cautions against taking the concept of an action research spiral as simply a procedure that must be used as a template for all action research studies. Therefore, researchers have to make modifications and refinements continuously during the process and which should be interpreted and analyzed throughout the research cycle.

The characteristic advises reflection on action researchers' personal practice and the inferences that the practice – research has exposed. Another characteristic is participative, which our project is focused on, as Norton (2009) wrote, participative research is to make effective change transformational in a determined group. For instance, the project wanted to increase autonomous learning through certain tools we will develop during the research process.

Finally, the last characteristic is determined by the practitioners; this is when the practices were involved dynamically with the researchers and they must choose or created a topic research. Sometimes, with “the help from an outside researcher, who may advise you and guide your investigation. This is driven from ones' your own need to know why there is a problem or an issue in ones' students' learning and what might be able to do to improve matters” Kember cited by Norton (1986, p 60.) These characteristics helped us to take advantage of action research which is the study which we focused on because based on the characteristics exposed by qualitative approach we decided is the most suitable and convenient for educational research.

Action research from our experience allowed us to experiment and plan how to intervene in different social educational issues. It made the thesis worthy because it let us to implement and tried different resources in order to resolve our main question and inquiry which was how does ICT impact on autonomous English learning at LHEMI school.

Diagram 1

*Action research steps*

### 3.2.1 Action research steps

Action Research implemented different steps in the project, which are developed little by little and in an organized way. While our process was during the advancement of this process, we were focusing on the stages mentioned in the figure of p21.

The project was emphasized on observing during the first stage of the practicum. Observation through diaries (see annex 8) led to the statement of the problem and different questions to which the project was trying to investigate solutions through different tools discovered at this stage. On the other hand, planning our project was developed and implemented during the VIII semester with different tools and instruments (see annex 20 and 21). Last semester, our project was in the stage of reflecting, then it was checking all kinds of resources that we used and were helpful for its development (see annex 15 and 16).

### **3.3 Research line**

#### **Research line in learning, teaching and teacher training**

It focuses on the reflection on how languages are taught and the processes inherent in such a phenomenon from the didactic educational perspective. This sub-line seeks to explore new ways of teaching which emerge from new technologies and their inclusion into the current didactic education in foreign languages at all levels. It starts from the perspective of teaching as an inter-subjective construction which is historically situated and emergent; as a result of the product of the interaction between pedagogy actors and their micro teaching worlds. In this thesis we used this line because it helped us to approach the inquiry through different technological resources which helped us to develop new didactics in the teaching field (see annex 15, 16, 5)

### **3.4 Setting**

Liceo Hermano Miguel de la Salle is a private educative institution located in Bogotá. At this institution in the social background of most students is a higher social- economic status. In this school children attend extracurricular English classes on Saturdays from 8 am to 12 am. The population we worked with was from 7 to 10 years old. Many of them have classes during the week at this institution, but not all of them are members of the school. This means the English level is not the same throughout the whole group.

### **3.5 Participants**

The participants of this research changed each semester; since the Saturday English course was an extracurricular course the students did not have a continuous process. In addition, the number of students we had was not enough per level and the investigation needed population for getting valid, strong and trustful results depending on the tendency of the data.

For instance, the students we had for the application of this study were 8 in total, we started with 10, but only 8 children were carrying out the whole process of the English course and the research study. Taking into account that 5 students were in the first session and 3 students were in the second one.

Even though students were really motivated about the English class, some of them were in the course because of their parents wanted them to take this English class. One of the groups we were working with was confirmed by students from seven to 10 years old and they were divided into two groups; one takes the classes from 8:00 A.M to 10: 00 A.M, and the other from 10:00 AM to 12:00 noon. Although, students were similar ages, those groups were different in attitude, knowledge, participation, likes, and aptitudes and of course each person is different. During 8 to 10 AM we had 5 students who participate all the time, they were fast and they wanted to change activity every five minutes, but during 10 – 12 there were 3 students from 8 to 10 years old, they were hyperactive, but at the same time shy, and with low participation. In addition, it was a challenge for us, because they were dependent on the teacher all the time and they did not practice at home during weekdays(see annex 11).

### **3.6 Data collection Instruments**

In order to yield usable data from Liceo Hermano Miguel La Salle students, we worked with some data-gathering instruments such as surveys, diaries and questionnaires; these were useful tools that helped us to measure diverse variables in our research in a way of collecting information that cannot be obtained through basic interaction with students. The instruments below were used in order to develop this thesis.

### 3.6.1 Questionnaires

Questionnaires are a quick way of collecting reliable information. This data-gathering instrument consists of different questions which the purpose is to collect quantitative or qualitative data depending on what the researcher is trying to obtain out of it. When applying questionnaires to students of English as a foreign language. The researcher must consider carefully the learners' reading skills in the foreign language to be sure that they have enough knowledge to understand and answer the questions they will have in the questionnaire.

Burns (1990) indicates: "questionnaires have the advantage of being easier and less time-consuming to administer than interviews, and the responses of larger numbers of informant can be gathered. The informant can also usually respond more rapidly to the questions and, as the responses are supplied in written form, the researcher does not need to further record them with supplementary techniques such as recordings or notes"(p129).

During practicum time two questionnaires were applied to all students from seven to ten years old at Liceo Hermano Miguel de la Salle School which gave to this study valuable data for focusing on the Liceo Hermano Miguel La Salle students' needs and interest about learning English as a second language by using autonomously different technology resources such as wikis and Pbwork. By using questionnaires for the students those aimed at diagnostic likes, dislikes and resources they have, in this way and with the result we could start working on building a Pbwork which on weekdays will complement the development of English. On the other hand, this study through the questionnaires aimed to identify activities and the way they learn easily.

Through this instrument we were able to gather data information for accomplishing specific objectives. Our main goal was to find out if the student had the technological tools for this inquiry and in this case the thesis would be viable in this context. Fortunately, the data analysis was clearly positive as it is evident in the data analysis of this paper. Basically, this instrument let us to achieve the objective of building a Pbwork because the sources and technological knowledge were evident in this data collecting instrument.

### **3.6.2 Diaries**

An option for gaining written data of students is to use diaries. Nowadays it is very popular that teachers spend some time filling pages about what is happening in every class, they find this a really useful tool that can provide valuable insights into the classroom interactions and learning experiences. This thesis used the diaries in order to identify the main issues in the LHEMI context; it also aimed to follow the process of improving vocabulary while they were using the Pbwork (see annex 8).

However, this useful instrument during the triangulation showed the action research process that the diaries let us to identify. The aim of these diaries was to achieve the other two specific objectives (To encourage autonomous learning using ICT (Pbwork) and To enhance students' vocabulary knowledge through the use of activities, videos and games posted on a Pbwork) which involved tracking the process during the research in order to create and assign activities that motivated the students as it shows annex 15.

### **3.6.3 Survey**

A survey is a data- collecting instrument used to obtain information about individuals. DeMarrisand Lapan (2004), defined it as “the most simply as a means of gathering information, usually through self-report using questionnaires or interviews and considered as the medium used for data collection” (p.76).

Surveys can also be looking for punctual data or opinions of the survey takers. Surveys were useful to find information that contributed to our paper that is why we designed a survey for both Teachers and Students, we wanted to know what teachers knew about ICT. It identified teachers' knowledge about ICT. Furthermore, as a diagnostic instrument it helped to detect deficiencies of didactics using by teachers. Finally, with this instrument research (See annex 20 and 21).

This data collecting instrument helped us as a diagnostic test for teacher, since we wanted to propose something different new and useful for new teachers and teacher who wants to improve their class development. Then, this instrument showed in the results (see annex 27) teachers do not innovate in their classes. Finally, this instrument aided in making the main research question based on the result and the lack of using ICT.

### **3.7 Ethical issues.**

According to Cohen El et al (2005) state that:

“Ethical issues may stem from the kinds of problems investigated by social scientists and the methods they use to obtain valid and reliable data. This means that each stage in the research sequence raises ethical issues. They may arise from the nature of the research project itself (ethnic differences in intelligence, for example); the context for the research (a remand home); the procedures to be adopted (producing high levels of anxiety); methods of data collection (covert observation); the nature of the participants (emotionally disturbed adolescents); the type of data collected (highly personal and sensitive information); and what is to be done with the data (publishing in a manner that may cause participants embarrassment)”(p 51.)



Based on the theory exposed above, this educational research required ethical approval since the researchers had access to a school context which was assigned by Universidad de La Salle. Regardless, the project involved participants and children in his development of this thesis for this reason it was essential to sign an informed consent (see annex 22) which Cohen et al (2005) cited Diener and Crandall (1978) they had been defined informed consent as ‘the procedures in which individuals choose whether to participate in an investigation after being informed of facts that would be likely to influence their decisions’ (p52).

The informed consent signed explained everything related to the procedure of the investigation. This authorization let us applying the different instruments, using their names prudently during the development of this thesis. After the approval, we began with our practicum, then we did the observations and the questionnaires which were applied to the students involved. All procedures and documents which involved students’ personal information were informed to their parents in a verbal way.

On the other hand, this educational research accomplished the ethical principles of research. At every phase of the research, the participants were assured that the information provided would be used prudently and only for the research process ( see annex 20)

Finally, Pbwork is the website that let us to create one Pbwork for academical purposes <https://saturdayenglishcourse.pbworks.com/w/settings/license> , but the license generated by this is explicit for non commercial license and it is just for basic academic used as you can see on annex 24.

This research does not involve money or academic formal purposes since it was non-formal practicum education. As teachers, we assured that the research would not cause physical, psychological or any academic damage or injury. During the course we informed in a writing way using the notebook (see annex 27.)

### 3.8 Validity

Validity is a very vital psychometric property of measurement therefore there was a need to establish it before instruments were used. The questions in instruments were subjected to face validity by our supervisor and triangulation. This was done due to the need of determining if the evidence has been collected in a systematic and logical manner to ensure that it is both accurate and meaningful.

Cohen et al (2007)

“While earlier versions of validity were based on the view that it was essentially a demonstration that a particular instrument in fact measures what it purports to measure, more recently validity has taken many forms. For example, in qualitative data validity might be addressed through the honesty, depth, richness and scope of the data achieved, the participants approached, the extent of triangulation and the disinterestedness or objectivity of the researcher (Winter 2000).

In quantitative research data validity might be improved through careful sampling, appropriate instrumentation and appropriate statistical treatments of data. It is impossible for researchers to be 100 per cent valid; that is the optimism of perfection. Cohen et al, supported that validity is the way to prove your data collection, demonstrated measures and it is indispensable for the research in order to show real facts. During this thesis data was collected with different instruments applied on Saturday's sessions. See questionnaires (annex 20). The validity could overlook through annexes and different resources taken during the practicum.

Finally, in order to collect the result we worked with different data-gathering instruments, such as: questionnaires which were answered by 9 Saturday program teachers and 15 students in the first stage of this project; surveys that were made in order to get more information from the students.

It is important to clarify that we started gathering information with 15 students but during the process *the number of students* decreased from 15 who started the program in the first semester of 2012 to 7 who continued taking the program in the second semester of 2012.

### **3.8.1 Triangulation.**

As with any thesis, the findings, methods and conclusions need to be justifiable. The need for triangulation arises from the ethical need to confirm the validity of the research. Stake (1995) stated that the protocols that are used to ensure accuracy and alternative explanations are called triangulation, which, according to Bryman (n.d), is “the use of more than one approach to the investigation of a research question in order to enhance confidence in the ensuing findings” (p. 61).

Hitchcock and Hughes (1993) cite diaries and use of other data such as questionnaires and interviews as other examples of the way in which this form of validation can be used. (p104-105). Essentially, different tools were used in this study to provide the person who reads with data from more than one type of information gathering approach diaries, interviews, and questionnaires.

## **Chapter 4**

### **4.1 Data collection analysis**

In the following part of this study we wrote about all the data gathered through the instruments applied for collecting some information. We had a questionnaire we applied to Liceo Hermano Miguel de la Salle school teachers , this in order to see the knowledge they had about Information Communication Technology , then we had a questionnaire and a survey applied to Hermano Miguel de la Salle students. These instruments were given to eight teachers that worked with us on the Saturday English program and with seven students that took the extracurricular English course.

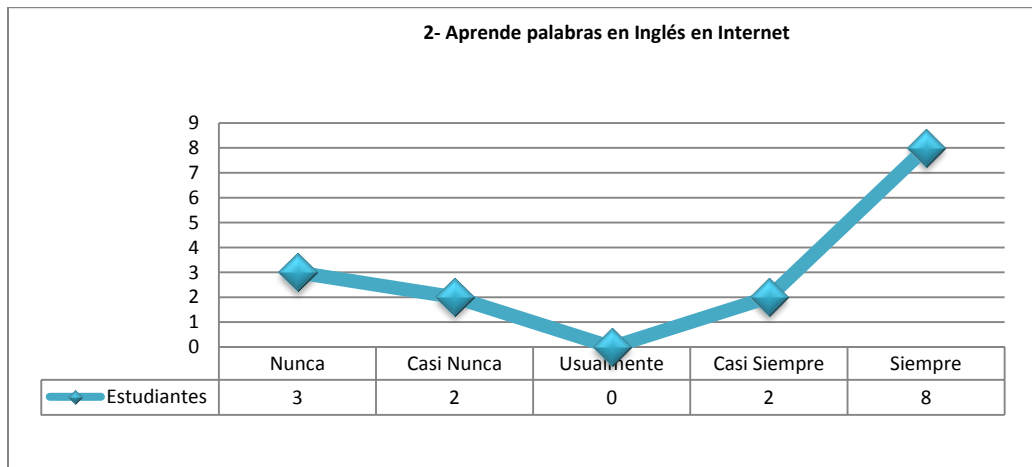
## **4.2 Data Analysis**

In this chapter we are presenting all the outcomes that we found after working on answering the main question of this project: How does Information and Communication Technology ICT (Pbwork) impact positively on autonomous learning in the Saturday English program's basic students from 7 To 10 years old at Liceo Hermano Miguel De La Salle School (LHEMI.)

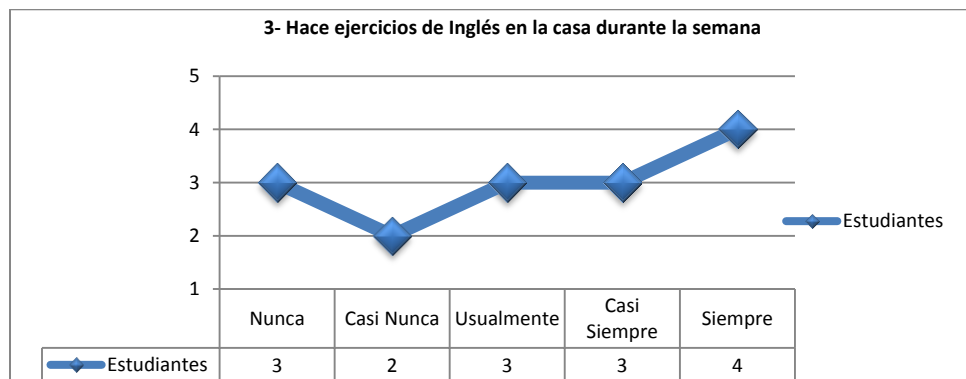
### **Questionnaire # 1**

The following questionnaire was developed at Liceo Hermano Miguel de La Salle (LHEMI) School with a diagnostic purpose research. It contained 13 questions and 15 students answered it. The first time this questionnaire was answered by 8 students on February 2012 and other 7 students answered it on September 2012, since we had two different populations during the practicum of 2012. Each student had to select one of the choices we put on the questionnaires. The graphics show in this thesis is relevant because it helped to identify the resources and the strategy of learning of the population who refer to the statement of the problem.

Figure 12 showed us that most of the students at LHEMI learned vocabulary from the Internet. According to the graphic the students tended to use the Internet for learning English words. For this study this finding was an advantage because in our literature review we shared Somekh's (2007) opinion that stated that ICT tools like the internet provides learners with new opportunities for autonomy in their choice of learning activities and also helps them to learn new words .We, like this author thought that through technological tools children could improve their vocabulary that actually was one of the aims of why we decided to work with a Pbwork.



*Figure 12.* Learning through the internet.



*Figure 13.* Students' autonomous work.

Although the choice “always” had a majority, in figure 12 the results did not make any clear tendency. The students at LHEMI were not emphasized in their own practice, so we concluded that depending on their own choice they practiced English at home without pressure or some of them just did it because they had English as a subject at school. In other words, for this study it was necessary to reinforce autonomous learning and tried to help them to learn more vocabulary.

In chapter 2 we mentioned that Autonomy had different definitions depending on the field we were talking about and to support that we used Dearden (1972), autonomy is not an absolute concept. It is related to someone's freedoms, thoughts and decisions made by himself (p.7). Another author supported this idea he said autonomy is not a single, easily described behavior.” (Little 1991 p. 18 quotes by Kocak 2003.)As we mentioned before autonomy is a big concept that is not easy to define. We found that this question could help us as proof to support the problem we found at school. We wrote that students did not practice English at home for this reason we decided to work with a Pbwork because it could catch students' attention and in this way students could have the possibility to practice at home the vocabulary we worked during face to face classes and at the same time it could help them to become autonomous.

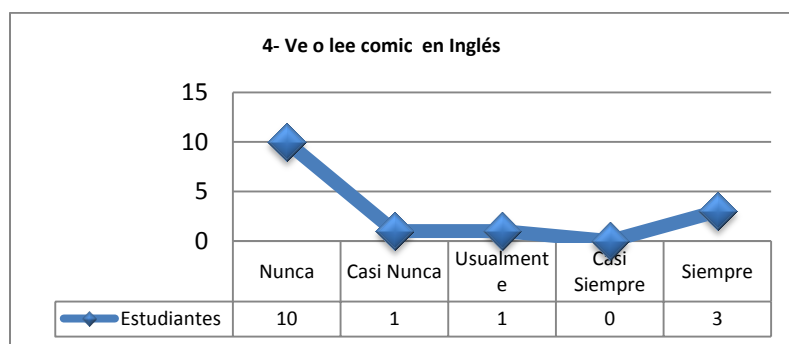


Figure 14. Reading in English.

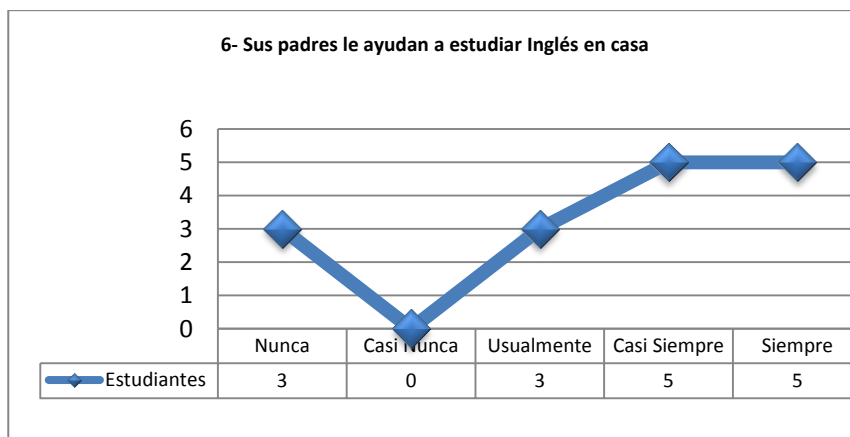


Figure 16. Do your parents help you with English homework.

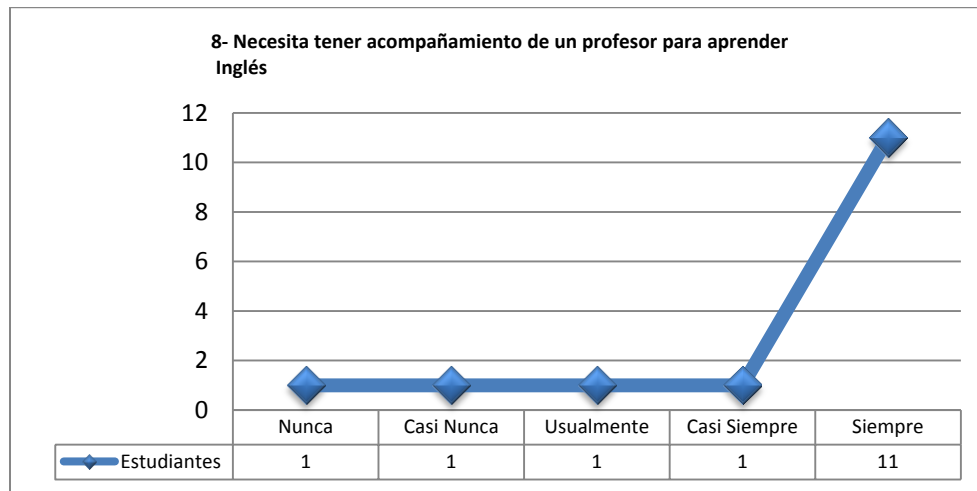


Figure 18. Do you always need help from teachers to learn English?.

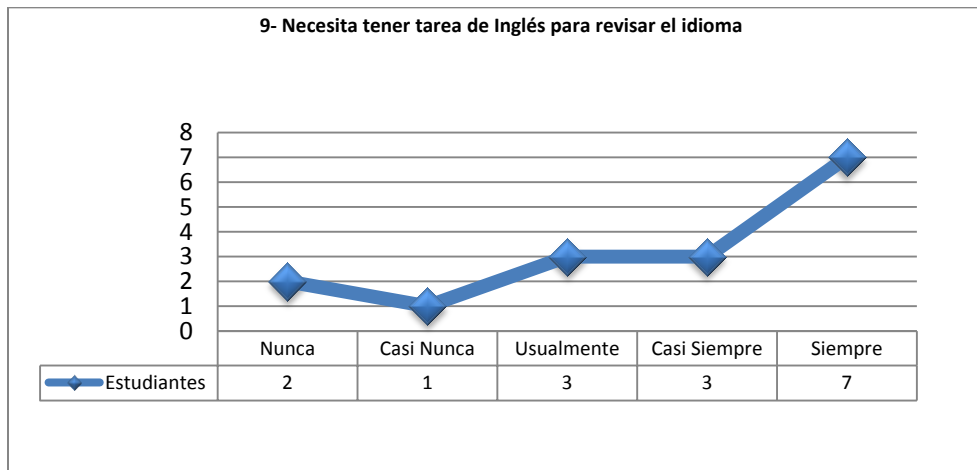


Figure 19. Do you Study English when you are not required to do it.

Figures 17 and 18 really helped us in order to support the problem that we stated because here we could see that students were not autonomous to work or practice English, they rather studied just with the teachers' help and as we said in our literature review the teacher should be guide for students but the students do not have to depend on them to work or practice English. The teacher's roles are to be consultants, guides and model for learning." (Richards and Rodgers, 2001: p. 23).

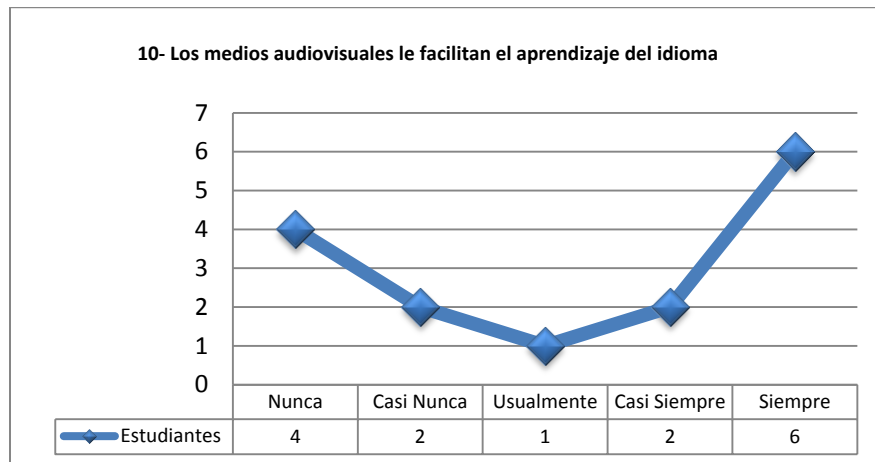


Figure 20. Do audiovisual media help you to learn English?.

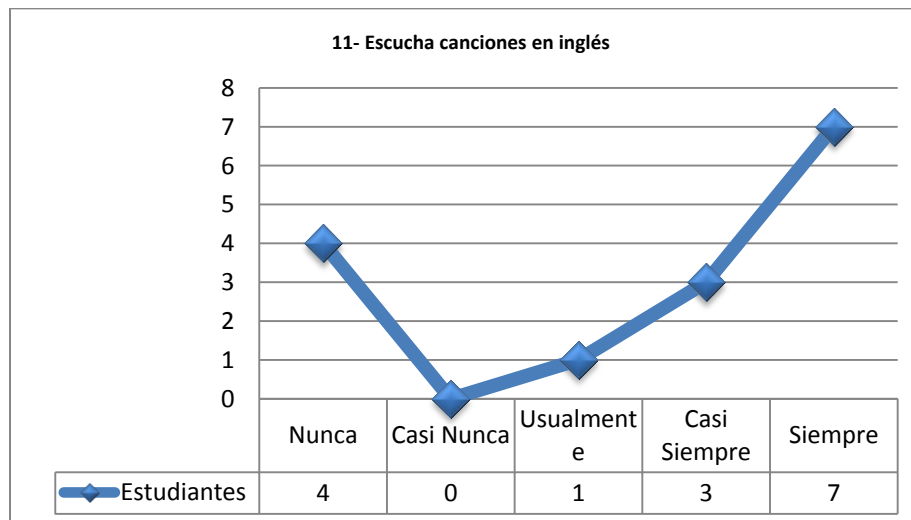


Figure 21. Listening practice in English.

Question number 10 is related to audiovisual aids; according to the figure audiovisual technology facilitates English learning language. The statistic has a clear tendency 6 out of 15 students believe they learn easier with audiovisual aids. Moreover, 3 students out of 15 think they usually learn with this strategy, on the contrary 4 students out of 15 do not learn with those audiovisual aids. Since our project is relevant that students learn with audiovisual aids because of the Pbwork we could add movies or different fun activities which they could learn using audiovisual strategy.



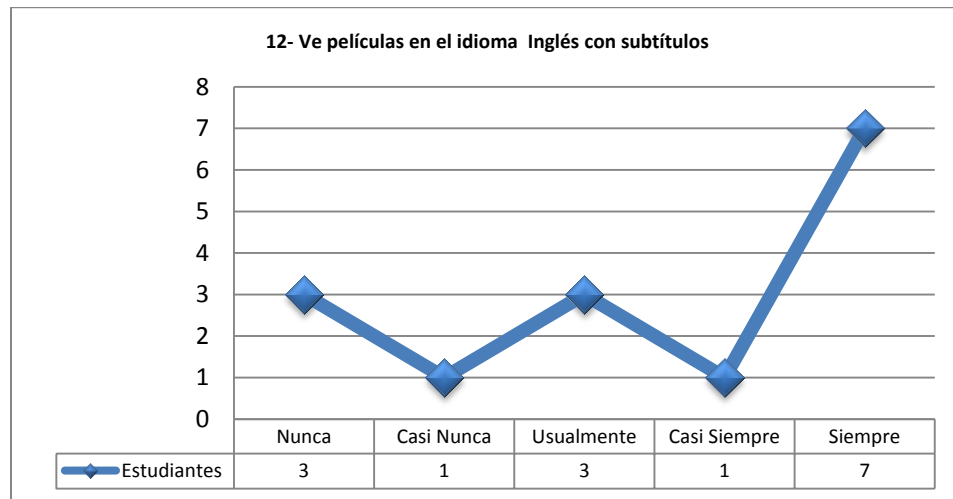


Figure 22. Watching movies in English.

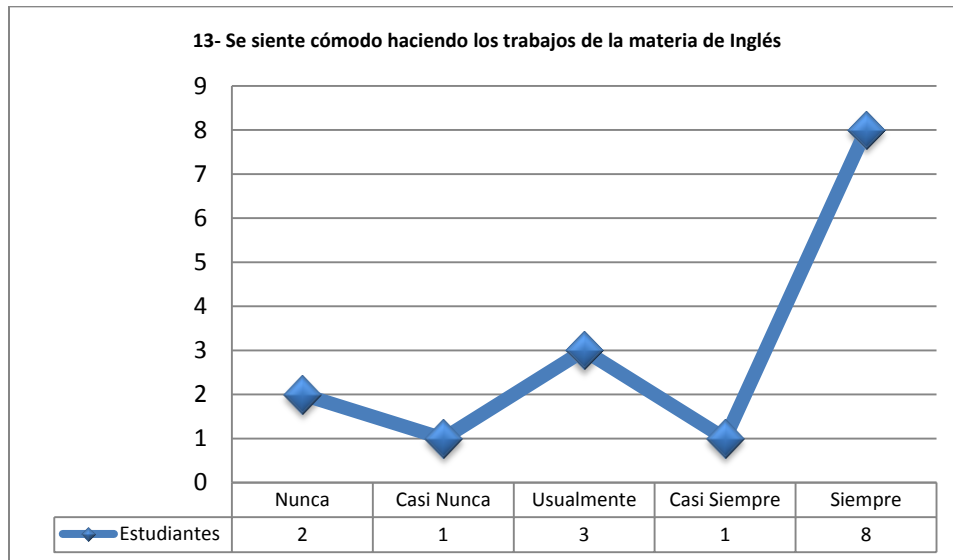


Figure 23. Do you like to do English homework.

Figure 22 shows the question number 13 which asks if they feel comfortable doing English homework. As a conclusion, the graphic shows 8 out of 15 students like doing their homework and just 2 out of 15 students do not like English homework. The tendency is strong; the students tend to like English work. Even though they do not have autonomy, they like doing English work. This result is a good advantage for the research because students like English and we need to encourage them with different resources, games and tools for English learning having fun.

The 13 questions answered by students, the questionnaire and the diverse results are useful for us to interfere with the basis the students have at Liceo Hermano Miguel De La Salle School. Most of the questions are favorable for us, because they manifested they like English but they need encouragement and didactic activities with the resources they like. Apart from this, based on what the children answered to the different questions mentioned before we could say that students like to work with technology, but with this project students will be able to enjoy English learning and become more autonomous in learning English, since they need a teacher for learning all the time.

Secondly, doing this diagnostics was really worthy of this paper, since we could observe the diverse answers students gave us during English course. It was a challenge for us, but it was possible to create and develop resources and tools for children which they would enjoy. We planned to post activities that children could like so they enjoyed the English activities which were posted on the website, so they were going to fall in love with the English language and become independent.

According to Benson (2001), this control might take various forms for different individuals and even different forms for the same individual depending on the contexts or times. “Koçak (2003) Autonomous learning is not only to do whatever students would like to do it, infers responsibility and concern about their own knowledge. So, the strategy was to expose to the students the importance of working by themselves and to practice vocabulary so they could become aware about learning during free time or they could lose the previous knowledge acquired during the Saturday session.

## Questionnaire # 2

The following data analysis is focused on a diagnostic test research on LHEMI School which the main purpose is to identify which technological resources students own at home and the use of them. In order to apply this research it is necessary to recognize the tools which students have access and the regularity use of them. In addition, it contained 7 multiple choice questions and 10 students answered it during the second semester of 2012 year. There were 10 students who answered because during the first classes assisted ten students and after the population decrease. Each student answered according their own experience and habits with the tools imply in the questionnaire.

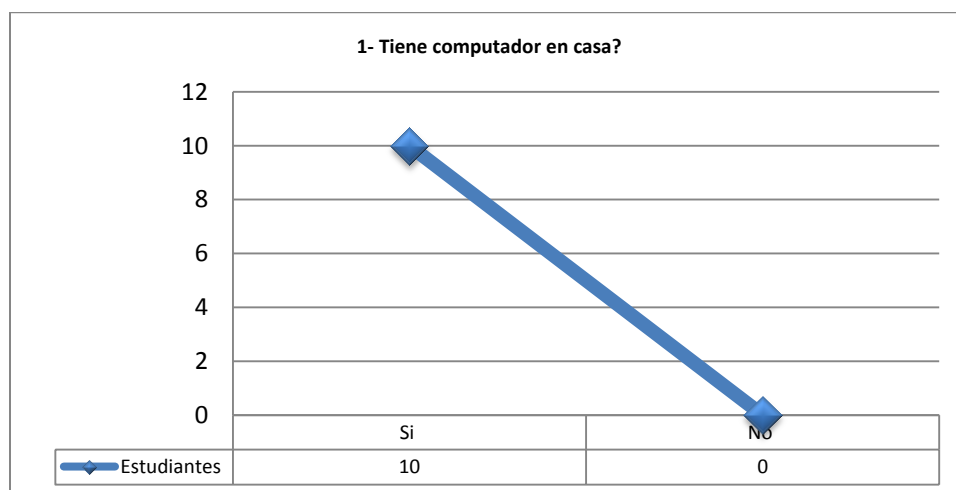


Figure 24. Do you have a computer at home?.

The figure 23 showed that 100% of the students had a computer at home; these results were favorable for us because it helps the research to apply in a satisfactory way. Due to the fact that is necessary to have access to a computer for working on Pbwork, it is a great advantage that the population which the project deal with have the main tool for applying this study. Thus, this project is viable to work with different resources where they can use a computer.

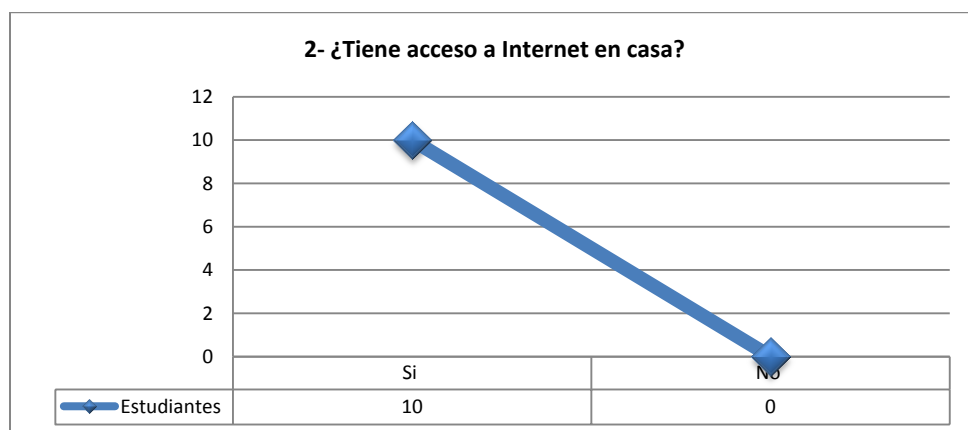


Figure 25. Do you have internet at home?.

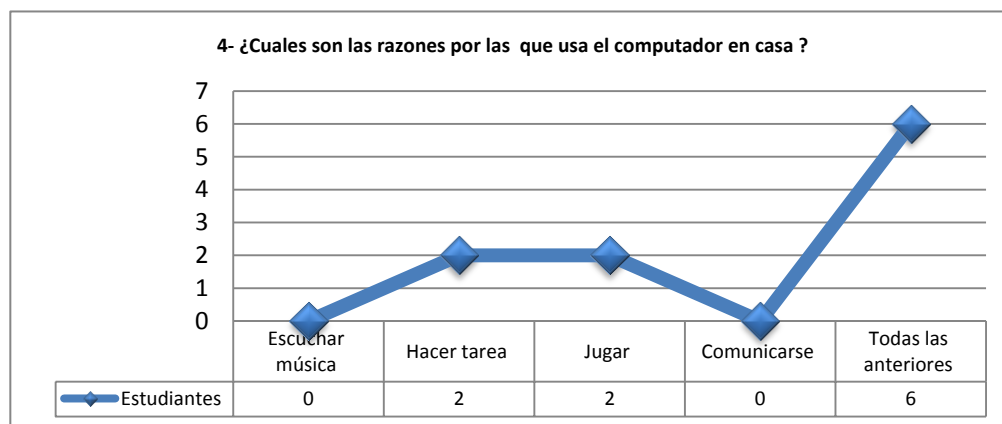


Figure 26. Why do you use the computer for?

In this question, it is highlighting the clear tendency in the figure # 24 because 10 out of 10 students have Internet at home. The results of this question were positive because it was necessary to have Internet in order to track the activities which students did on the Pbwork at home. Figure 25 showed that most of the students use the computer for many reasons such as listening to music, playing, doing homework, and communicating with other people. 6 out of 10 students integrate the way they use the Internet, so it helps us to apply activities with games, music, communication which they could join in a range of options for using Internet.

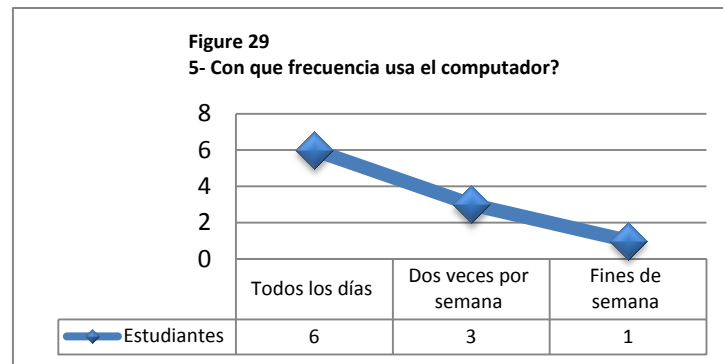


Figure 27. How often do you use a computer?

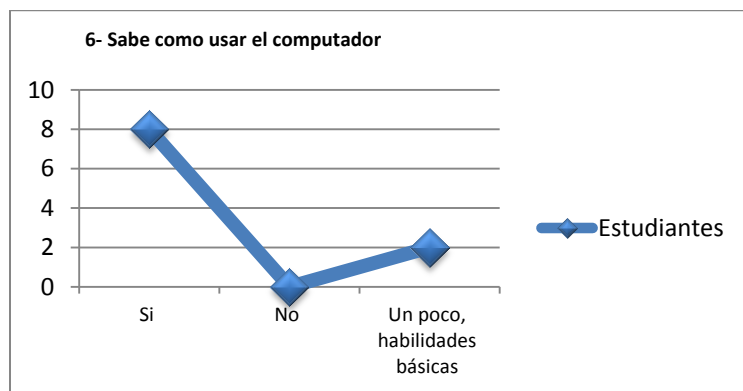


Figure 28. Do you know how to use a computer?

Nowadays, a basic knowledge and some skills about computers are relevant because during this time technology has become a need for everybody. Every institution has implemented the use of communication and information management through technology. In the figure, we can see a clear tendency which 8 out of 10 students know how to work on computers and nobody has the lack of familiarity with these. For this research project is essential that students should have basic skills for managing technological tools, thus the assignments on the website do not have any inconvenient.

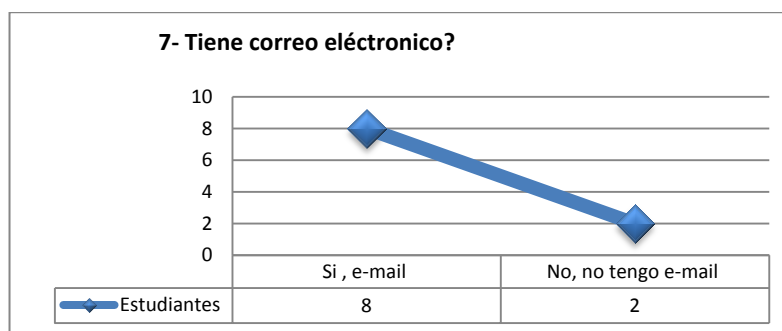


Figure 29. Do you have an e-mail?

In the figure, question # 7 inferred if the students have e-mail account in order to create accounts on the Pbwork. The majority of the students have an e-mail account, however the research needs to take into account all students and two of them do not have an e-mail account.

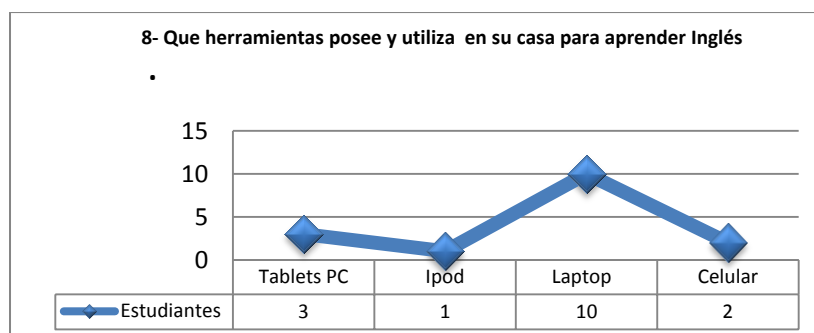


Figure 30 . What kind of English learning tools do you have at home.

In the figure 29 they have 4 different options which each one has different tools that they could use for working in the learning process. The trend is definitely laptop or computer, so this study could not be focused on other tools since every student does not have a common tool apart from the laptop. Thus, the research project focuses on using computers and the Internet. 10 students answered this question but 6 students mark two choices of the tools they own, because they considered relevant to let us know that they have more than one tool which they use for learning.

### 4.2.1 Procedure

The instruments we applied at “Hermano Miguel De La Salle School” during our practicum time were mainly directed to both students and teachers of the Saturday program. In this chapter we will explain step by step the way we used the instruments for this project.

To begin, we worked with diaries, which helped since we had the possibility to register everything that happened during the development process of this project; we wrote about the number of students that we had per class and also the different attitudes, behaviors and responses that the learners showed when getting in touch with the different topics that we worked with in the classroom.

Then, we applied one questionnaire to the Saturday teachers program. This was done in order to know more about the teachers’ methodologies and the tools they used in the classroom when teaching English. There were 15 questions and some of them were about ICT knowledge, autonomy knowledge, the perceptions that they have about autonomy and the use of technology in the classroom. After this task we noticed that most of the Saturday program teachers have knowledge about ICT and autonomy. We found out that teachers do not encourage autonomy in their students. On the other hand, we realized that the majority of the teachers thought that technological tools were very useful and good for the development of the, but even if they recognized that they do not use them. (Refer to p.27-29.)

Furthermore, we gave students 1 questionnaire and 1 survey (annex20 and 21) to answer; the questionnaire contained 13 questions which helped us to identify the different likes and dislikes that students have when learning English. It also lets us identify how often students study English.

The survey had 7 questions, and was a useful tool in identifying the technological resources the students own at home and what they them for. We needed to be sure that students had access to at least a computer otherwise we could not have developed this project. (Annex 20)

After revising the data- collecting instruments which were applied to Saturday program teachers and the students, children aged 7 to 10; we identified that the main problem was that they did not practice English during weekdays and the classes they have on Saturdays were not enough. They have regular English classes at their school but most of them do not like the classes, expressing that they were boring but that they have to take them because it is a requirement to pass the year. It is relevant to mention that some students did not want to take classes on Saturdays, as they are too tired on weekends to continue taking classes, but they continued because their parents asked them to. (See annex 1)

Due to the lack of interest we noticed in the students, we decided to design and create a Pbwork site so that they could continue learning during the week. This website contained games, videos and activities that helped students to reinforce the different topics we worked on during the Saturday sessions. The Pbwork designed can be found by following the link: <http://saturdayenglishcourse.pbworks.com>. The wiki was changed each week because we did not want students to get confused with an overload of excessive information and options, so that they could easily and directly access the information and activities they had to work during each particular week. This is why only the most recent activities can be found on the site.

Finally, we took pictures and video recorded some classes, so we could have the opportunity to observe the classes later. All the data collected from the 4 instruments that we used for this project was organized, studied and finally codified in order to create 4 main categories depending on the answer that we got in the questionnaire and survey.



## Chapter 5

### .2.2 Triangulation

This triangulation was made across various techniques of data collection because of its particularly beneficial in theory generation, as it provides multiple perspectives on an issue and supplies more information on emerging categories. (Stake, 2005).

The data generated was examined using a form of content analysis where the data is read and categorized. Once all the data was examined, the concepts were organized by recurring themes looking for connections among the data. This examination yielded a set of 4 categories that described a number of key conditions, events and experiences associated with the use of pbworks in English Saturday classes.

Based on the instruments used during this research it is important to highlight the common issues and findings during the procedure of applying the instruments. Both questionnaires applied to the students made relevant that children had the resources and the enthusiasm for working with technology (refer to annex 25). Due to the fact that we had plenty of materials and resources, which are offered by ICT and which are increasing daily because of the need that education has of implementing new tools in the classroom.

On the other hand, we identified the lack of autonomy taking into account the diaries (see annex 8 and annex 26) in which is noticeable that students did not show interest and curiosity for learning English by themselves. However, during this project we tried to give students tools that help them to improve this lack of autonomy as is shown in annex 2 and 5 which implied working with technological tools through. Based on Piaget's theory we can help children to wake their curiosity by giving them a series of didactic activities (see annex 2, 5, 6 and 11).

### 4.2.3 Categorization

The data generated was examined using a form of content analysis where the data is read and categorized. Once all the data was examined, the concepts were organized by recurring themes looking for connections among the data. This examination yielded a set of 4 categories that described a number of key conditions, events and experiences associated with the use of pbworks in English Saturday classes. The four categories were set from questionnaires, surveys, diaries and pictures.

Table 1. *Categories*

QUESTIONS	CATEGORIES
<p><b>MAIN QUESTION:</b></p> <p>- How does Information and Communication Technology (Pbworks) impact positively on autonomous learning in the Saturday English program's Basic's learners from seven to ten years old at LHEMI?</p>	<p>-Use and importance of technology in the students' autonomous learning process.</p> <p>-Pbworks as useful tools to foster autonomous learning.</p> <p>-Students' interest in learning the foreign language through the Pbwork.</p> <p>- Independent work showing increasing through the use of a Pbwork.</p>

To start with, during the practicum time, our role was to be guides for students so they had tools and somebody that could help them when they needed is. We adopted this role because we agreed with two of our authors' proposal which was mentioned in the theoretical review. They established that teacher's role is to be like a consultant, guide and model for learning." Richards and Rodgers, 2001: p. 23).

Another relevant aspect to mention is that the surveys that were answered by teachers gave us different results that allowed us conclude that teachers have some sort of information about ICT but they weren't implementing them into the classroom (see annex 27) however in some other questions they said that they helped students in order to get a better understanding of the language and also to learn easily. Even though we had regular classes on Saturdays the difference was that learners were responsible of their learning process, because they were working by themselves on the Pbworks as it was showed on annexes 12 and 13.

Finally, after working with the students for several sessions we thought that it would be good for the students to have a tool that they could use in order to practice at home independently. So they could start working on studying by themselves, this since when we applied the surveys the said that they never practice English if they weren't with a teacher. Then, we created a Pbwork which is an innovative tool different from the traditional methods where the teachers ask students to go to the board or follow a book in the classes. We tried to post different activities on it as it was shown in annexes 5, 12 and 13. This Pbwork is also an academic license instrument which has a wide of options that could be selected depending on the needs that students or teachers have. Refer to page 15.

## **Category 1**

### **Use and importance of technology in the students' autonomous learning process**

When we finished all our questionnaires and diaries, it was a noticeable and a common observation in each Saturday session, that students did not remember about the topic learnt in the previous session. (See annex 18). In every diary entry it was manifested that teachers had to explain the topic repeatedly over and over again, therefore the time for face to face class was being wasted. Later, we decided to intervene with the design of the Pbwork, since through the answers that we got from the questionnaires had manifested that the students have a significant interest in learning English through the use of technology.

Furthermore, one of our specific objectives was to build a Pbwork which students used to work during weekdays to complement the development of English Saturday classes as an extracurricular course at Liceo Hermano Miguel de la Salle (See annex # 5, 6, 10, 12, 13 and 14).

We decided to create this Pbwork in order to implement the use of ICT in the students' autonomous learning process, this, was also based on different theories proposed on page 19, another thing that helped us to take the decision of creating it was that through the diagnostic questionnaires we could notice that every student had access to technological devices and internet so that the population lived in an environment, which involves technology most of the time. It is evident that education should take advantage of and restructure the way of teaching to complement the pedagogical method with ICT. Our action on this project was to modify the way of teaching in order to take advantage of the resources existing on the internet and in the same way to include in the website games and activities we thought children liked and enjoyed.

During the first week we did not have a positive impact since just one student out of ten logged into the Pbwork. This improved over time as week by week the number of students logging in increased. The main change was noticeable in the last few weeks because the diaries show that the students were more enthusiastic about the work and exercises on the Pbwork and at the same time because we sometimes brought the computer into the classroom to explain the activities for the week. (See annex # 2).

In this research study, technology was a tool that helped students to learn new vocabulary; we decided to work with it because the students liked it. An autonomy increase is observed in children when they feel curiosity for different and innovative activities as Piaget's theory proposed on page 10 which also implied that they are having fun when they use the Pbwork while practicing and learning another language which in this case was English.

## **Category 2**

### ***Pbworks as useful tools to foster autonomous learning***

As researchers we understood that autonomous learning does not need grades, but our major problem was to find a tool which we could keep track of the students' process and collect evidence of their development. Finally we found the Pbwork which is basically, a workspace that brings into the classroom a non-traditional pedagogical tool where teachers and students share information and sources in the learning process. Furthermore, the features on the basic edition of the Pbwork includes user accounts, multimedia plugins, and keeping track of students' accounts and the distance learning is more interactive and collaborative. For all these reasons and features we decided to work with Pbworks because it may help students at LHEMI to study vocabulary and practice by themselves and they could do it from home.

The decision of working in a Pbwork was clear because this tool is easy to use and dynamic. In addition, when you have kids working on this Pbwork, it provides usernames and passwords easy for them to use (see annex 23.) The most relevant thing was that we were able to see when students were working on the website, as shown in annexes # 4 and # 5.

In this category we focused on the argument the second specific objective which was to encourage autonomous learning by using ICT and this was developed through implementing the tool and tracking students' accounts (See annex 10). In summary, Pbworks were a useful tool for autonomous learning because we added any link and website and also we kept track of students' work and tasks. Furthermore, this tool is not very well known, so students were curious about what they could find on the site.

### **Category 3**

#### ***Students' interest to learn the foreign language through the Pbwork designed.***

The questionnaires applied to students allowed us to think that most of the students did not like English language at all and they just worked on it for out of obligation and because their parents wanted them to take the course. According to Benson (2001), this control might take various forms for different individuals and even different forms for the same individual depending on the contexts or times. "Koçak (2003) Autonomous learning is not only to do whatever students would like to do it, infers responsibility and concern about their own knowledge. So, the strategy was to expose to students the importance of working by themselves and to practice vocabulary so they could become aware about learning during free time or they could lose the previous knowledge acquired during the Saturday session (see annex 28).

During the English course on Saturdays, students manifested through faces, gestures and some comments that they were bored with the same traditional way of teaching in all subjects at school. It was necessary to define a non – traditional way of teaching and which included games.

Through the Pbwork (annex 5, 12) , which is a non- traditional method, and its complement with didactic resources, to as stated in the website to bring the classroom into the 21st century by encouraging critical thinking and real world communication. <http://pbworks.com/using-pbworks-individual-classrooms>

As a result the interest of the students in learning English increased with this tool and 8 out of 9 students logged into the Pbwork during the English course (See annexes # 5 and # 6). Furthermore, the design of the Pbwork was attractive and regularly updated with information from other useful links such as <http://learnenglishkids.britishcouncil.org>. For children it was very colorful which caught students' attention and make them like the Pbwork. Finally, this designed Pbwork aimed to enhance students' vocabulary knowledge through the use of activities, videos and games posted on a Pbwork as it is proposed on the specific objectives of this paper (Annex 5, 6 and 10 sample activities).

#### **Category 4**

***Independent work shows the increase of autonomy and the English language by using Pbwork.***

Autonomy requires learners to be generally capable of making decisions. It is about choosing the way to do something; students who are autonomous are the ones who are capable of deciding the way they will choose to learn and the elements they will use for it. Tumposky (1982) cited by Ruiz (2005) said that learners should be responsible for their learning process and also aware that they do not always need a guide for studying. When working on this project we knew that it was not going to be easy to ask children from 7 to ten years old to work undependably and since it was a small group with many activities to do during the week, it was difficult to find enough time for working autonomously.

However, it is important to ignite children's curiosity and to associate an English language with topics of interest during childhood, for instance Disney movies as Rousseau proposed cited on page 8. Using Pbworks helps the students to interact in a friendly and relaxed way with their classmates and even the teacher.

Since the activities were not complicated the independent work increased as the evidence shows us in the comments they wrote. Additionally, these activities were focused on enhancing students' vocabulary knowledge through the use of activities, videos and games posted on a Pbwork. ((See annexes # 5, 13, 14, and 15). Lastly, two kinds of exams were designed (see annex 10 and 11) and applied. One placement test at the beginning of the program, and one final test at the end. These two tests demonstrated significant increase English level. (See annexes # 17, 18). After we finished our research we concluded that by using Pbworks in order to see the impact that it had on the learning process was well received by students due to the high participation that they had on the Pbwork during the process.

## **Chapter 5**

### **5.1 Conclusions**

This paper aimed at investigating how Information and Communication Technology (Pbwork) impacts on the autonomous English learning of Basic's learners from seven to ten years old. The categories indicated that most students from the Saturday program reacted positively when studying without the teacher's help; as it is evident on annexes 11 and 2. Furthermore, they really enjoyed the idea of working by themselves on the Pbwork, due to the different possibilities they found there. They were able to play plenty of games and have fun while studying and learning English. They approved the idea, liked and used the Pbwork in order to practice the new language; which enabled students to have a new experience and also the opportunity to improve their English in a fun and easy way.



After finishing this project we are able to conclude that:

\* Studying and learning English through Pbworks improved the English knowledge of Saturday students at Hermano Miguel De La Salle School (see annex. 18) since the population showed a positive reaction, as it showed in the triangulation,

\* The study helped the Saturday program students since this was the first time they practiced English using technological tools; they could retain more vocabulary by using the Pbwork as it is shown in the final result of the test.

\* Implementing technological tools outside of the classroom helped to complement face to face classes, because the students were able to reinforce at home the acquired knowledge from the Saturday sessions at LHEMI.

\* The impact of this whole process was that Saturday program students retained more of the information by using innovative tools to teach (see annex 18), it proves that students reacted positively to the Pbworks.

\* The Pbwork helped to enhance students' vocabulary knowledge through the use of activities, videos and games( see annex 18).

\* Even though the population was small,(see annex 2 and 11) most of the students tried to accomplish the work on the Pbwork. It is hard for each Saturday program student to follow the instructions and work by themselves, but the majority at least worked on some exercises without pressure. (annex 12 and 13)

\* It is also important to consider how educators might conduct future research studies that could demonstrate the impact that Pbwork could have on students. This study allowed us to obtain some findings but it could be good to try this study again so researchers can have more time and more students to arrive at a deeper understanding of the different and more roles that Pbworks could have in the English learning and teaching process.

\* Even though this project work, most of the student did not present autonomy, because never logged in see annex 10

To conclude, this research has a positive outcome, since the main objective was reached, due to the strict steps which the researchers followed. Furthermore, we achieved our goal that students from the Saturday program should start using the Pbwork, which they enjoyed and had fun with. Even though not all students completed the online work, most of them tried and enjoyed it. Doubtlessly, the children liked the wiki and they practiced by themselves without being asked. This demonstrates that teachers are capable of catching the students' interest and attention with resources and tools which children like. However, this thesis is open to any other researcher who would like to investigate the autonomy and ICT in a deeper way. The topic worked on during this process is vast; in other words, the main inquiry could develop another through investigation into an aspect of this field.

## **5.2 Implications.**

This research is opened for further and deeper investigations but as we concerned is necessary to take into account the following recommendations.

- Recognize and make sure you are going to have enough technological resources in the institutions for those would help for better finding during the research. When the proposal was developed the school had let us to use computers, after they changed their mind and teachers had to bring their own equipment (see annex2).
- Try to develop with an older and bigger population in order to increase Pbwork work and trustworthy result.
- Develop a curriculum for the English course because the Saturday course did not have a sequence and a serious development by the institution

- Make sure the students have enough skills and resources for developing this project.
- For further researchers is important to work more with ICT in the classroom, in this way students would be able to know what to do by themselves.
- Try to manage the time and have 50 percent face to face classes and 50 on the Pbwork.
- It is recommendable to work with older population because is easier to managed the activities and they are acquiring more autonomy.

### **Implications for teachers**

Teachers must take the initiative to learn about ICT and its potential for enhancing their teaching and their students' learning process. As we could see in figures 3 and 4 (p, 29) in our chapter 4, the majority of Saturday teachers does not use technology to develop their classes and they should use technology to direct and engage their students in the learning process of foreign languages. They can also participate in online seminars, so they can get more ideas for teaching because it has been noted that some teachers count with technology to work but if they do not know how to use it they cannot improve their teaching and the learning of their students.

### **Limitations**

A limitation of this study was the lack of technological devices we had for the classes, the school did not allow us to use the laboratory which was a restriction since we had to bring our own computers to introduce the Pbwork to students and to show them how to use it, so they could work at home by themselves. Overall, there was adequate time to implement this study, although it could be very good if we had had more time and more students to work on this study. The sequence of the classes did not allow to have enough classes and it was impossible to collect evidence.

Other limitations during this project was the absences of the students, because we could not track the process of all students in each face to face classes. Furthermore, the population we had in both schedules were not enough and it confined the research. Finally the lack of time and the organization of the institution did not help for the successful development of our project.

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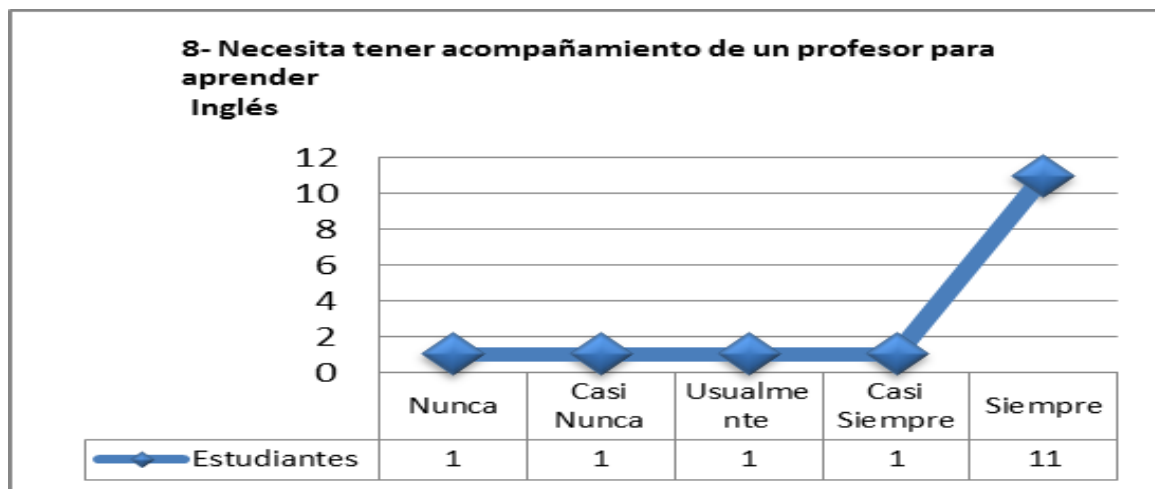
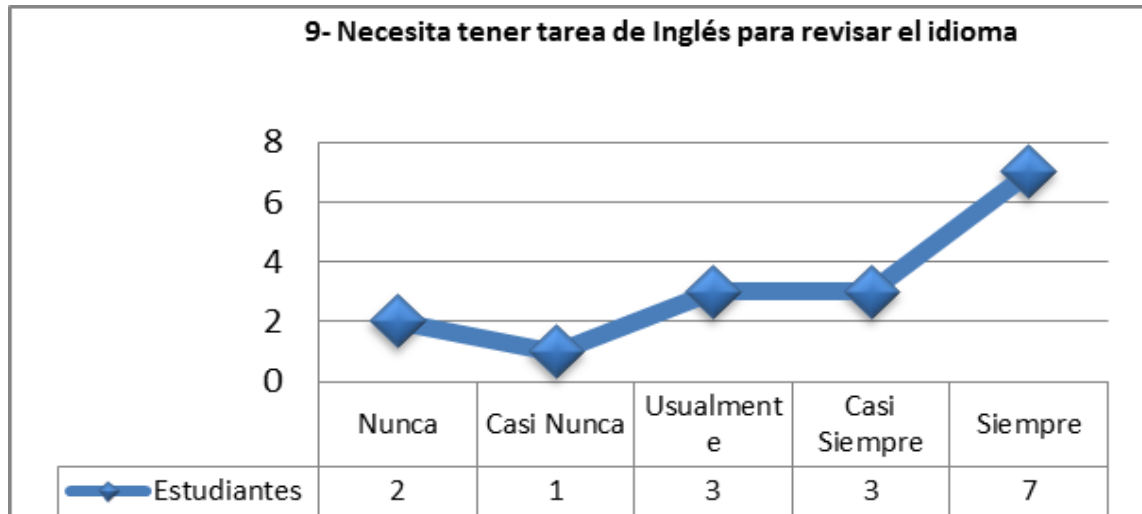
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## Annex # 1

## Students' autonomous work



Note: These two figures taken from our data analysis showed the lack of the students' autonomous work.

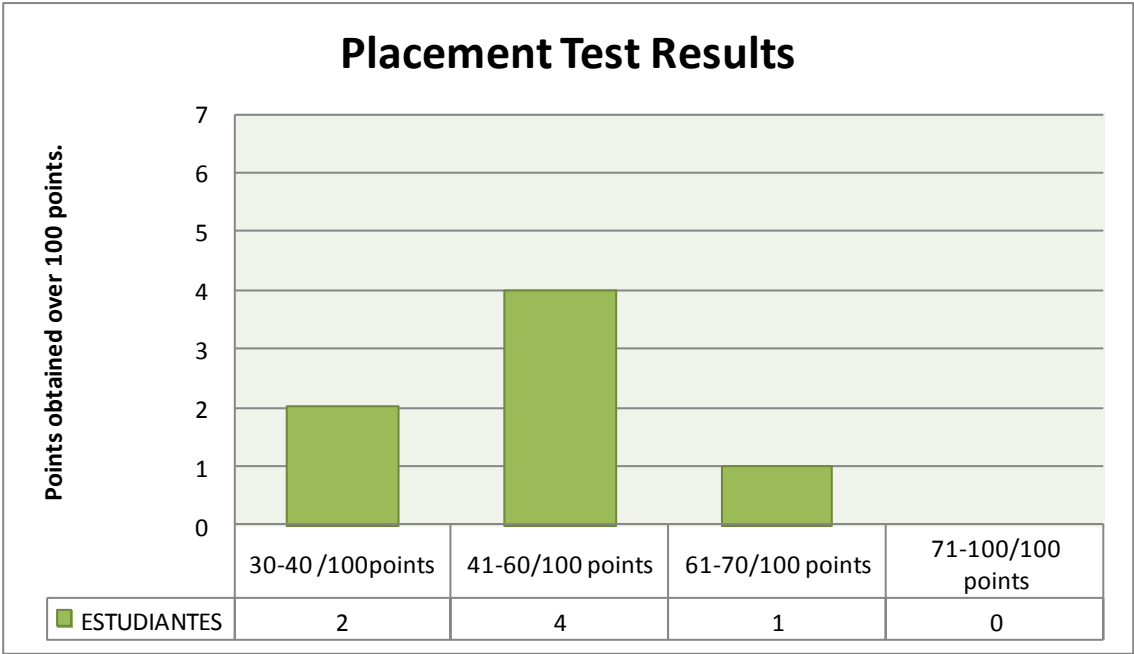


**Annex # 2****Attitudes and expression on students faces when they worked with technological tools**

These photos show how every time we explained something related to the Pbwork the really pay attention to every step we told them to follow, they did not even got distracted when we took the pictures.

Annex 3

Placement test results

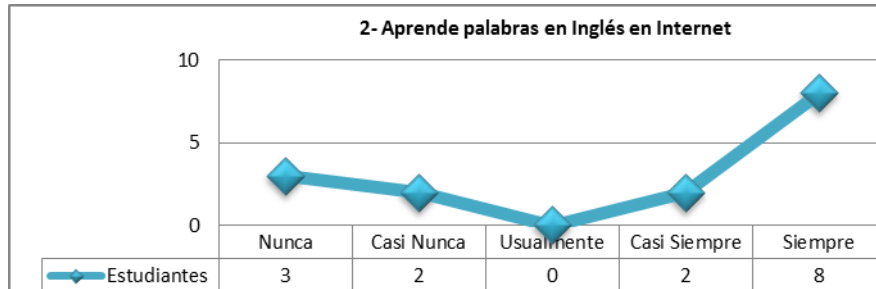


Placement test results

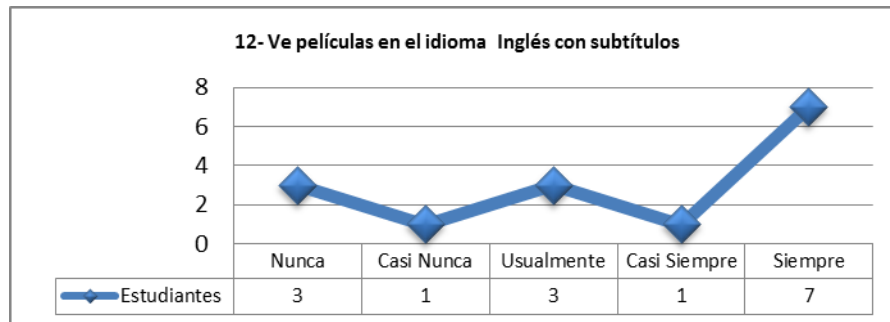
This chart showed the lack of English Knowledge students presented at LHEMI. They took a placement test (See annex 18) and 6 out of 7 students obtained less than 60 points, it is noticed in the table that just 1 student obtained between 61 and 70 points and nobody got more than 71 points.

### Annex 4

#### Students interest in technological tools and in watching videos for improving their English



Learning English words through internet.

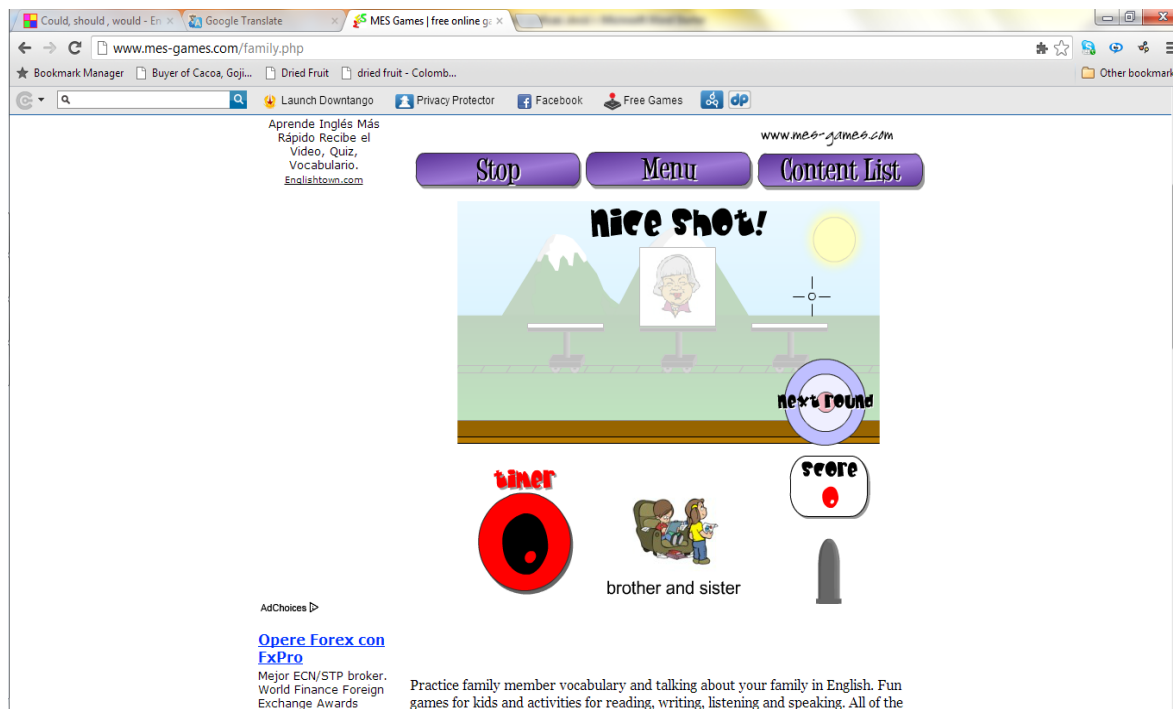


Watching movies in English.

These two figures showed that students at LHEMI declared that they learned English through the internet and also that they liked to watch videos in English.

## Annex 5

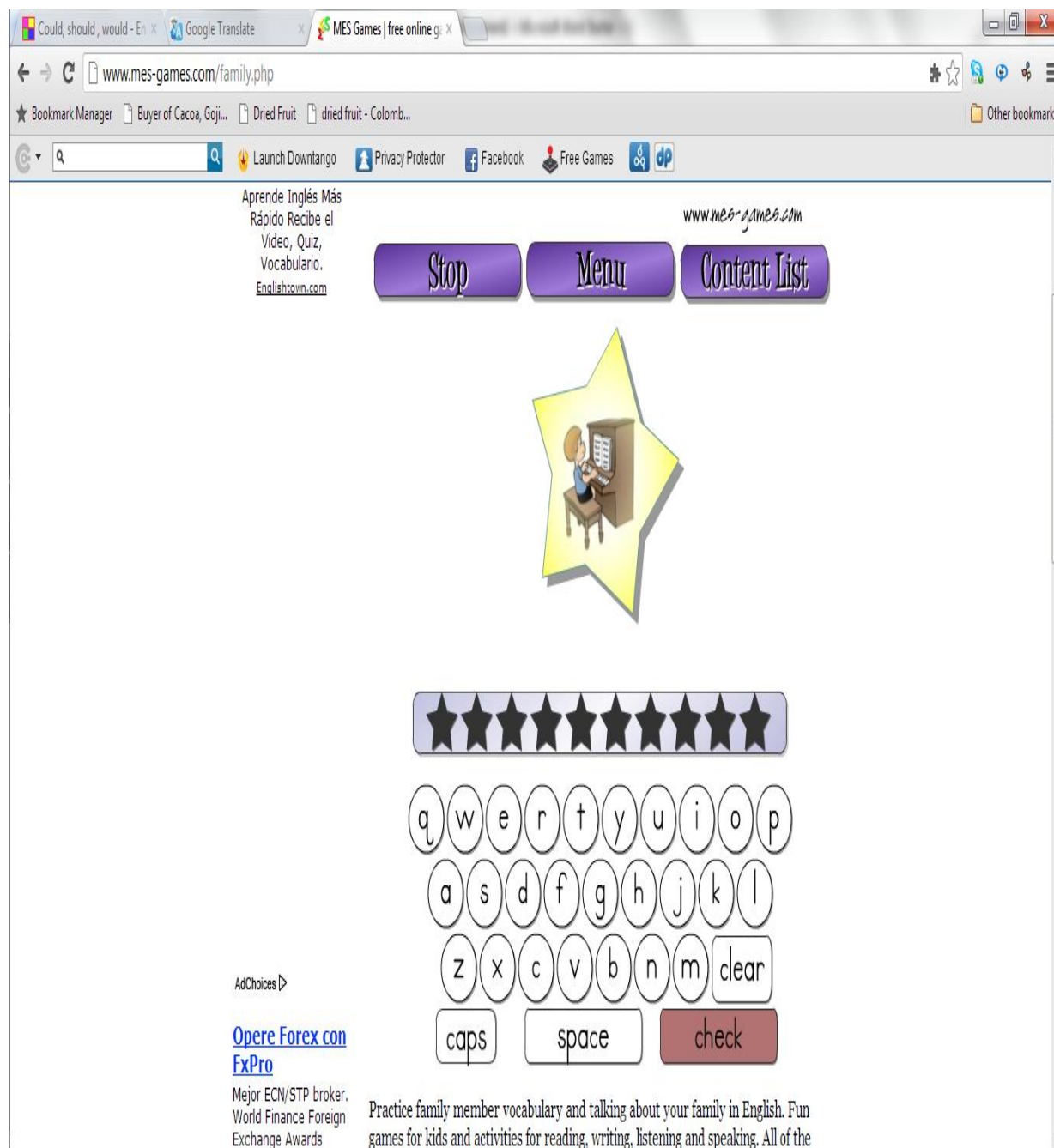
## Vocabulary activities posted on the Pbwork



These images showed some of the activities and games students developed on the Pbwork.

## Annex 6

### Vocabulary games posted on the Pbwork



This image shows a game students worked on the Pbwork, this is just an example out of different games that we gave to students to help them improve their vocabulary in English.

**Anexxe 7****Asistencia curso de inglés sábados****Asistencia curso de Inglés sábados**

Horario 8 - 10 am

Nombre	08/11/12	08/18/12	08/25/12	09/01/12	09/08/12	09/22/12	09/29/12	10/13/12	10/20/12	10/27/12	11/03/12	11/10/12		
Quintero Andres Felipe	nv	x	x	x	x	x	x	x	x	x	x	x		
Ramos Arturo Ethan	x	x	x	nv	nv	nv	nv	nv	nv	nv	nv	nv		
Tarazona Sebastian	x	x	x	x	x	x	x	x	nv	x	x	x		
Testa Mario	x	x	x	x	x	x	x	x	x	x	x	x		
Triana Nicole	x	x	x	x	x	x	x	x	x	nv	nv	x		
Luna Sofia	nv	nv	x	x	x	x	x	x	x	x	x	nv		

**Asistencia curso de inglés sábados**

Horario 10 - 12 am

Nombre	08/11/12	08/18/12	08/25/12	09/01/12	09/08/12	09/22/12	09/29/12	10/13/12	10/20/12	10/27/12	11/03/12	11/10/12						
Juan Camilo Chamorro	x	x	nv	nv	nv	x	x	x	nv	x	x	x						
Juan Camilo Esguerra	x	x	x	x	x	x	x	x	x	nv	nv	nv						
Julian Martínez	x	x	x	x	x	x	x	x	x	nv	nv	nv						

\*Nota: La sigla (nv) significa inasistencia y (x) significa asistió.

## **Annex 8**

### **Diary # 3. Observations in the classes**

...Today we have been working on animals' vocabulary. We started by showing the students a video about animals names in English, and then we played a game where the students had to guess which animals their classmates were performing. We noticed that some of the students were tired, and were not interested at the beginning of the class, but when we started playing they changed their attitude. After playing the performance game, we asked them to write down the vocabulary and to create some sentences, but again some of them did not want to participate. They said that they were tired because they had to take classes during the week and that on Saturdays they just wanted to relax, also they mentioned that they were failing English subject at school so that was the reason why their parents signed them up for Saturday classes to improve English. One of the students mentioned that he was sleepy, that he had not slept well but his father had brought him to English class anyway. At the beginning of the class students arrived as usual and during the first part of the class students does not show any interest for the class since they do not remember the topic of the last class and any of them they did not come, so most of the students did not have an idea what teachers were talking about. Anyway, teachers explained again the topic and after a half hour the class got normalized. The teachers continued with the lesson plan planned for this session....

**Annex # 9****Diary # 19. Observations in the classes**

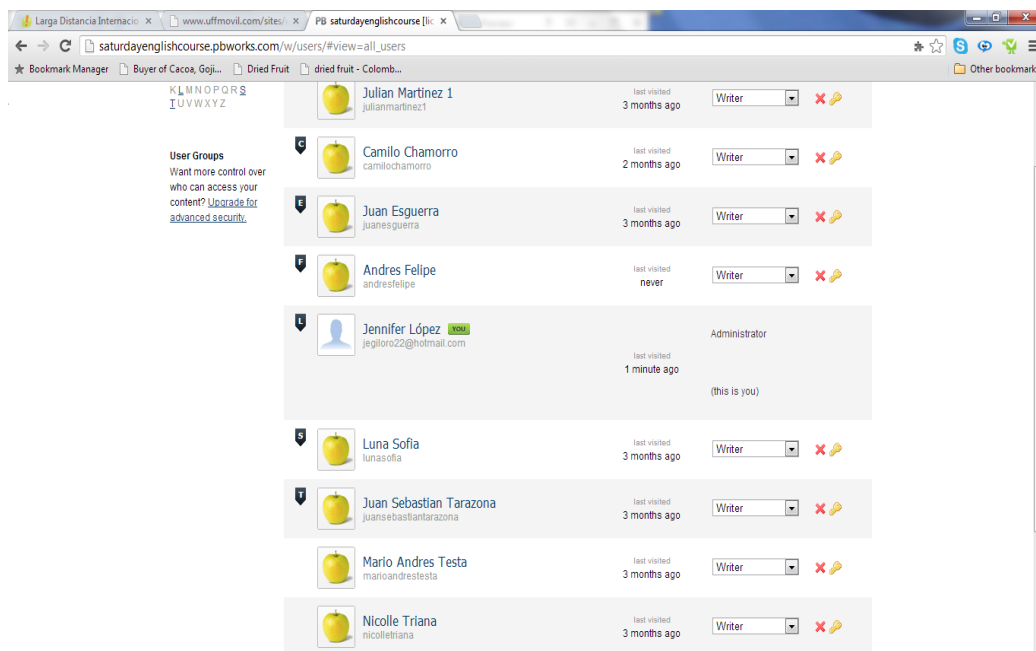
...The students show different attitudes after working on the Pbwork we have created. They are more participative, and they demonstrate more interest in our classes. The attitudes they showed before was different from how they are now. For instance, the last class's topic we reviewed for 15 minutes and then we continued with the new topic. Moreover, students were shy before and did not speak at all but now they are showing more interest and participation. They also get excited when we talk about working on the computer and one by one we explained with the computer the Pbwork activities they have to do at home, they are enthusiastic and they discuss who goes first, since all of them want a turn. Unfortunately, we could not get more computers because the school did not allow us to go into the computers rooms, which was a shame because we had been hoping to work on the computers which the school owns. Nevertheless, it was not an obstacle because the population was small, so we were able to explain the tasks to them one by one. After the explanation, students interacted for a little bit with the computer until they understood what they had to do ...



## AUTONOMOUS ENGLISH LEARNING THROUGH PBWORK

## Annexes # 10

**Students 'names on the Pbwork: This annex showed the participants of our study.**



## Annex # 11

**Using videos as a technological tool to introduce the topic**



In this picture we can observe that students were very entertained and they enjoyed watching videos for learning English.

## AUTONOMOUS ENGLISH LEARNING THROUGH PBWORK

## Annex # 12

## Information of participants

The screenshot shows the PBworks user profile for 'juansebastianarazona'. The page has a yellow header with navigation links: Wiki, Pages & Files, Users, and Settings. Below the header, the user's name 'juansebastianarazona' is displayed. On the left, under 'Starred Items', it says 'juansebastianarazona hasn't starred any items yet.' On the right, a table lists user details:

Name	juansebastianarazona
Primary email	Classroom accounts have no email address.
Page view count	1
Last visit to this workspace	2012-10-07
Date user joined PBworks	2012-09-29
Location	(not set)
Wiki permission	Writer

At the bottom, there is a footer section with 'PBWORKS' logo, 'PBworks Release #588 / Help', 'Terms of use / Privacy policy', and 'About this workspace' information, including a link to 'Contact the owner / RSS feed / This workspace is private'.

## Annex # 13

## Tracking students logins

The screenshot shows a chat log from a PBworks workspace. The browser address bar indicates the URL: 'saturdayenglishcourse.pbworks.com/w/page/57319044/Saturday%20English%20Course'. The chat log displays several messages from students, each preceded by a small yellow circular icon and a timestamp. The messages are as follows:

- hello, teachers and classmates.  
I AM LUNA  
BYE
- Nicolle Triana said**  
at 9:37 am on Oct 26, 2012  
Reply Delete
- HELLO  
I LIKE THE ACTIVITIES  
I AM NICOLLE
- Julian Martinez J said**  
at 11:00 am on Oct 26, 2012  
Reply Delete
- hello,  
I am Julian  
bye
- Camilo Chamorro said**  
at 11:17 am on Oct 26, 2012  
Reply Delete
- good mornig  
teachers, my name is juan camilo chamorro  
good bye
- Juan Esquerro said**  
at 11:22 am on Oct 26, 2012  
Reply Delete
- good mornig teacher  
today i am going to Salitre magico  
good bye
- Mario Andres Testa said**  
at 5:58 pm on Oct 26, 2012  
Reply Delete
- Hop, a rabbit live in a easter factory and go to hollywood.  
Thanks I am Andres.
- Luna Sofia said**  
at 7:56 pm on Oct 26, 2012

## AUTONOMOUS ENGLISH LEARNING THROUGH PBWORK

## Annex # 14

## Pbwork activity sample



## Annex # 15

## Pbwork activity sample

Week 4

Esta semana vamos a dejar estas dos actividades, la primera relacionada a las horas, y la segunda relacionada a halloween. Please realizarla y comentar al final de la pagina los pasos que siguieron y de que se trataban. Enjoy it!!!

**BRITISH COUNCIL LearnEnglish Kids**

Score 0

It's ten o'clock.

Click on the hands to move them to the right time.

<http://learnenglishkids.britishcouncil.org/en/fun-games/whats-the-time>

**BRITISH COUNCIL LearnEnglish Kids**

¿Quieres que Internet Explorer recuerde la contraseña para pbworks.com? ¿Por qué estoy viendo esto?

**Navigator**

- ★ Starred Pages and Files
- Activity Tracking
- Assignments
- Blank Page
- Course
- Meeting Agenda

**SideBar**

This is your SideBar, which you can edit like any other page in your workspace.

This SideBar appears everywhere on your workspace. Add to it whatever you like -- a navigation section, a link to your favorite web sites, or anything else.

[Edit the sidebar](#)

**Share this workspace**

Add a new writer to the workspace.

[User settings](#)

**Recent Activity**

- ✓ Saturday English Course edited by Jennifer López
- time.png uploaded by Jennifer López
- ✓ Saturday English Course edited by Jennifer López

## AUTONOMOUS ENGLISH LEARNING THROUGH PBWORK

## Annex # 16

## Pbwork activity sample



**Annex # 17****Final test sample****Final Test**

Name \_\_\_\_\_ Date \_\_\_\_\_

1 - Matching: write the words on the right in the pictures on the left in the correct place for family tree.

Look at the pictures; describe each one next to the picture.

Write which family member is. For example:

Bill is a grandfather. He is old and bold. He has got a mustache and he is happy.



Bill

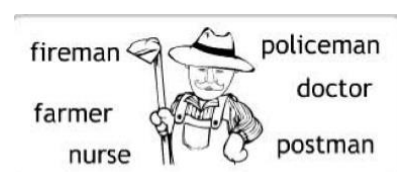


Ann



Doris

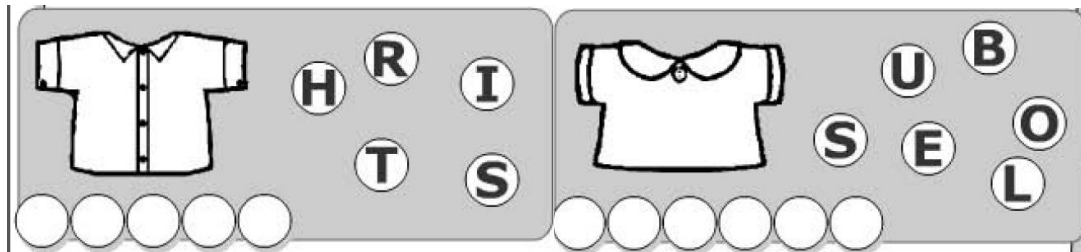
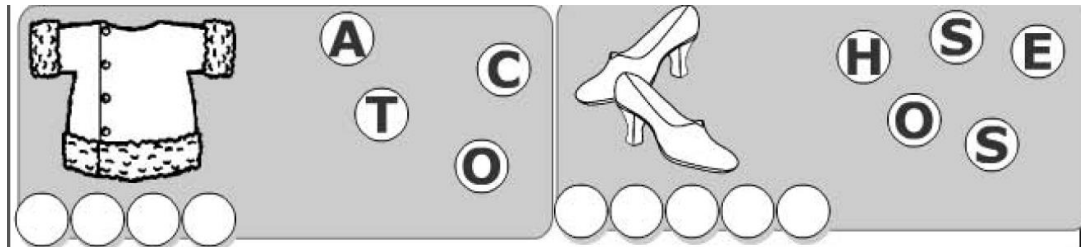
2-Circle the word which correspond to the picture.



## AUTONOMOUS ENGLISH LEARNING THROUGH PBWORK



3- Unscramble the words and write the word which match with the picture.



4-Write a sentence using the words in the box and which match with the pictures.

On – under – in – behind



.....



\_\_\_\_\_



\_\_\_\_\_



5. Write the correct time which is shown in the clock

**What time is it?**

 It's \_\_\_\_\_

 It's \_\_\_\_\_

 It's \_\_\_\_\_

6. Look at Suzie's timetable and complete the sentences.

<b><i>Monday</i></b>	
8.30	School begins
9.15	Maths
10.30	Break
10.45	English
11.30	History
12.45	Lunch

Suzie starts school at half past eight.

She has a maths lesson at \_\_\_\_\_.

She has break at \_\_\_\_\_.

She has an English lesson at \_\_\_\_\_.

At \_\_\_\_\_ she has history.

She eats lunch at \_\_\_\_\_.



**Annex # 18****Placement Test**

Name \_\_\_\_\_ Date \_\_\_\_\_

**1 - Vocabulary**

Write the family members' and their pets' names below each picture:



a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_ e. \_\_\_\_\_ f. \_\_\_\_\_ g. \_\_\_\_\_

**2. – Match the images with their names.**

- a. Chef
- b. doctor
- c. Fireman
- d. Painter
- e. Arquitect
- f. surgeon
- g. Plumber
- h. Police



## AUTONOMOUS ENGLISH LEARNING THROUGH PBWORK

3-Write a sentence using the preposition in the box

AT  
UNDER  
IN  
ON

---

---

---

---

4. Complete the sentences using your own information

My name is \_\_\_\_\_

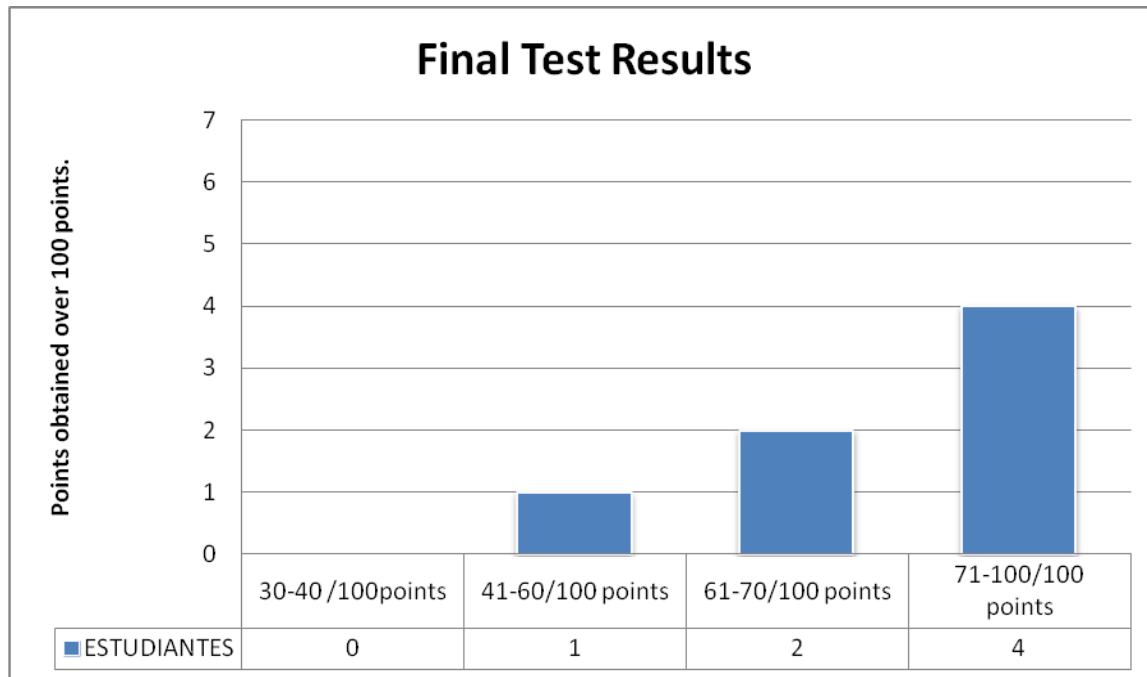
I am from \_\_\_\_\_

I have \_\_\_\_\_ siblings

My mother's name is \_\_\_\_\_

My father is an \_\_\_\_\_ (profession)


I eat lunch at \_\_\_\_\_

**Annex 19****Final Test Results**

This chart showed the results that students had after taking the final test (see annex 17). Based on the results we could say that students improved their vocabulary and English proficiency. Here 1 out of 7 students obtained between 41 and 100 points over 100 points, and 2 out of 7 students obtained between 61 and 70 points over 100 points and finally 4 out of 7 students obtained between 71 and 100 points over 100 points. These results let us think that they improved their vocabulary if we compare these results to the ones we obtained in the placement test (see annex 3).

## Annex 20

## Diagnostic questionnaires applied to students

 **UNIVERSIDAD DE LA SALLE**  
Educar para Pensar, Decidir y Servir

**SCHOOL OF EDUCATION SCIENCES  
BA IN SPANISH, ENGLISH, AND FRENCH  
RESEARCH AND TEACHING PRACTICUM  
BOGOTÁ 2012**

**CUESTIONARIO # 1 PARA ESTUDIANTES**

SELECCIONE DE 1 A 5 Y MARQUE CON UNA X DONDE

**1 = NUNCA  
2 = CASI NUNCA  
3 = USUALMENTE  
4 = CASI SIEMPRE  
5 = SIEMPRE**

1- Ve programas de televisión que presenten palabras en Inglés	<del>1</del>	<b>2</b>	3	4	5
2 - Aprende palabras en Inglés en Internet	1	2	3	<del>4</del>	5
3- Hace ejercicios de Inglés en la casa durante la semana.	1	2	3	4	<del>5</del>
4- Ve o lee comics o caricaturas en Inglés.	<del>1</del>	2	3	4	5
5- Busca páginas de Internet dónde puede aprender Inglés	<del>1</del>	2	3	4	5
6- Sus padres le ayudan a estudiar Inglés en casa.	1	2	3	4	<del>5</del>
7- Usa la tecnología para aprender Inglés	1	2	3	<del>4</del>	5
8- Necesita de un profesor para aprender Inglés	1	2	3	4	<del>5</del>
9- Necesita tener tarea de Inglés para revisar el idioma.	1	2	3	4	<del>5</del>
10- Los medios audiovisuales le facilitan el aprendizaje del idioma.	<del>1</del>	2	3	4	5
11- Escucha canciones en Inglés	1	2	3	4	<del>5</del>
12- Ve películas en el idioma Inglés	1	2	3	4	<del>5</del>
13- Se siente cómodo haciendo los trabajos de la materia Inglés	1	2	3	4	<del>5</del>
¿Se le dificultó comprender alguna pregunta? ¿Cuál?					
¿Qué comentarios tiene sobre éste cuestionario?					

*Signature: [Handwritten Signature]*



Este cuestionario es de diagnóstico y no tiene ningún juicio valorativo, solo con propósito investigativo.

Nombre del estudiante: Ethan Astudero Fecha: 08-25-2012

Con una "X" marque la respuesta mas apropiada para usted.

1. Tiene computador en su casa?

SI X

NO     

Si su respuesta es no marque una de las siguientes

- a) Motivos Economicos.
- b) Falta de gusto a la tecnología.
- c) No es necesario en casa.

2. Tiene acceso de Internet en casa?

SI X

NO     

Si su respuesta es no marque una de las siguientes.

- a) Motivos economicos
- b) Lo tiene restringido
- c) No necesitan en casa

Si sus dos respuestas anteriores fueron **NO**, pase a la pregunta 5

3. En el momento que usa el computador usted se encuentra con :

- ☐ Padre
- ☒ Un adulto
- ☐ Madre
- ☐ Solo
- ☐ Otro (Quién?)

4. Cuales son las razones por las cuales usa el computador en casa?

- ☐ Escuchar Música
- ☐ Hacer Tarea X
- ☐ Jugar X
- ☐ Comunicarse con familia y/o amigos
- ☐ Todas las anteriores
- ☐ Otras opciones (Cuáles?)

5. Con que frecuencia usa el computador?



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- ☐ Todos los días
- ☒ Dos veces por semana
- ☐ Fines de semana
- ☐ Otras opciones (Cuales?) \_\_\_\_\_

6. Sabe como usar el computador ?

- ☒ Si
- ☐ No
- ☐ Un poco, habilidades básicas.

7. Usted sabe como usar el correo electronico ?

Si ☒

No ☐

Si su respuesta es si

Escriba la direccion de su correo electronico \_\_\_\_\_

8. Responda, si no tiene computador en casa, puede tener acceso a Internet en otro lugar?

☐ Si, tiene acceso a internet en otro lugar  
Especifique donde \_\_\_\_\_

☐ No, no tengo acceso a internet en otro lugar

9. Si tiene acceso a internet en otro lugar, cuantas veces por semana tiene acceso a el?

- ☐ Una o dos veces por semana.
- ☐ Tres o Cuatro veces por semana
- ☐ Cinco o mas veces por semana.

10. Cuales dias utiliza el computador? Puede marcar las que necesite.

- ☒ Lunes
- ☒ Martes
- ☒ Miercoles
- ☒ Jueves
- ☒ Viernes
- ☐ Fines de semana

11. Que tipo de herramientas utiliza para aprender ?

- ☐ Tablets PC
- ☐ iPod/ mp4
- ☐ Computadores
- ☒ Otro (cual?) \_\_\_\_\_

## Annex 21

### Surveys applied to teachers



**UNIVERSIDAD DE LA SALLE**  
Educar para Pensar, Decidir y Servir

#### Teachers Questionnaires

Dear teacher, we are doing an investigation at Hermano Miguel de la Salle; we are working on an action research project which main objective is to recognize ICT used by English teachers and implement it in Saturday courses and identify the positive impact these can have for students. The information you provide is very significant to accomplish this project, it will be used only with research purposes and it will be kept in private

Thank you for your contribution and collaboration.

#### QUESTIONNAIRE

Please answer to the following questions

1. What do you know as ICT (Information and communications technology)?

---

---

---

---

2. What kind of ICT do you know?

---

---

---

3. Do you use technology for your Saturday English program,? If so, which ones?

---

---

---

4. How often do you use technology in your classes?

---

---

---

---

5. Do you assign as a homework work relate to technology?

---

---

---

---

6. Do you know what autonomous learning is?

---

---



## Annex 22

## LHEMI school informed consent.

Bogotá D.C., Junio de 2011

Hermano  
**JOSÉ ARCADIO BOLÍVAR RODRÍGUEZ**  
 Rector Liceo Hermano Miguel La Salle  
 Ciudad

Estimado Hermano Arcadio:

Somos estudiantes en curso del Programa Lic. En Inglés, Francés y Español de la Universidad de La Salle. Como parte de los requisitos del (Programa de pregrado) se llevará a cabo una investigación. La misma trata sobre Does Information And Communication Technology Ict (Pbwork) Impact On Autonomous Learning In The Saturday English Program's Basic Students At Liceo Hermano Miguel De La Salle School (LHEMI)

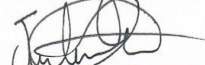
El objetivo del estudio es investigar como el uso de las TIC impacta en el aprendizaje autónomo de los niños entre 7 y 10 años en el programa extracurricular de los sábados en el Liceo Hermano Miguel de La Salle. Este proyecto es requisito de grado en la facultad de Educación, sin embargo el colegio fue seleccionado por parte de la Universidad de La Salle para hacer nuestras prácticas de enseñanza durante los últimos 4 semestre de finalización del plan de estudio y a partir de estas debemos realizar nuestra investigación basados en la población asignada.

La información obtenida a través de este estudio será mantenida bajo estricta confidencialidad, pero el nombre de la institución será plasmado en el trabajo escrito de la investigación requerido por la facultad. La institución tiene el derecho de retirar el consentimiento para la participación en cualquier momento. El estudio no conlleva ningún riesgo ni recibe ningún beneficio. No recibirá compensación por participar. Los resultados grupales estarán disponibles en la biblioteca de la Universidad de La Salle ya que la tesis es publicada por la misma, si así desea solicitarlos.

Si tiene alguna pregunta sobre esta investigación, se puede comunicar con nosotras al 304 4366849 – 310 26324374 o con mi directora de investigación Jaqueline Mora al 3103190851.

Preguntas o dudas sobre los derechos como participante en este estudio, pueden ser dirigidas a la Universidad de La Salle, Facultad de educación. Sede Chapinero: Cr. 5 No. 59A-44 - Tel: (571) 348 8000

Investigadores principales

  
**Jennifer López Rodríguez**  
 C.C. 1018423702 de Bogotá D.C

  
**Mildred Chitiva Niño**  
 C.C. 1032391137 de Bogotá D.C.

He leído el procedimiento descrito arriba. Los investigadores me han explicado el estudio y han contestado mis preguntas. Voluntariamente doy el consentimiento para que la institución (LHEMI) participe en el estudio de Jennifer López y Mildred Chitiva sobre Las Tic y el impacto en el aprendizaje autónomo. He recibido copia de este procedimiento.

  
 Firma de la persona que autoriza a la institución



## Annex 23

Accounts for students and flyers gave them.

✂-----

Hello wikiuser0018, welcome to saturdayenglishcourse.pbworks.com!  
Here is your username and password for a PBworks at <http://saturdayenglishcourse.pbworks.com>

username **wikiuser0018** — password **dolphin2banana**

Please don't share this information with other users!

✂-----

Hello wikiuser0019, welcome to saturdayenglishcourse.pbworks.com!  
Here is your username and password for a PBworks at <http://saturdayenglishcourse.pbworks.com>

username **wikiuser0019** — password **ant9pear**

Please don't share this information with other users!

✂-----

Hello wikiuser0020, welcome to saturdayenglishcourse.pbworks.com!  
Here is your username and password for a PBworks at <http://saturdayenglishcourse.pbworks.com>

username **wikiuser0020** — password **deer7lemon**

Please don't share this information with other users!

✂-----

Hello wikiuser0021, welcome to saturdayenglishcourse.pbworks.com!  
Here is your username and password for a PBworks at <http://saturdayenglishcourse.pbworks.com>

username **wikiuser0021** — password **deer7fig**

Please don't share this information with other users!

✂-----

Hello wikiuser0022, welcome to saturdayenglishcourse.pbworks.com!  
Here is your username and password for a PBworks at <http://saturdayenglishcourse.pbworks.com>

username **wikiuser0022** — password **duck2pear**

Please don't share this information with other users!

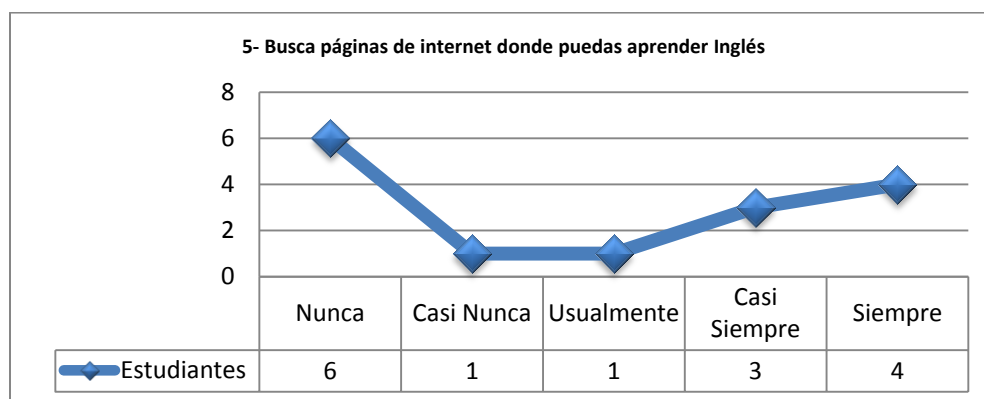
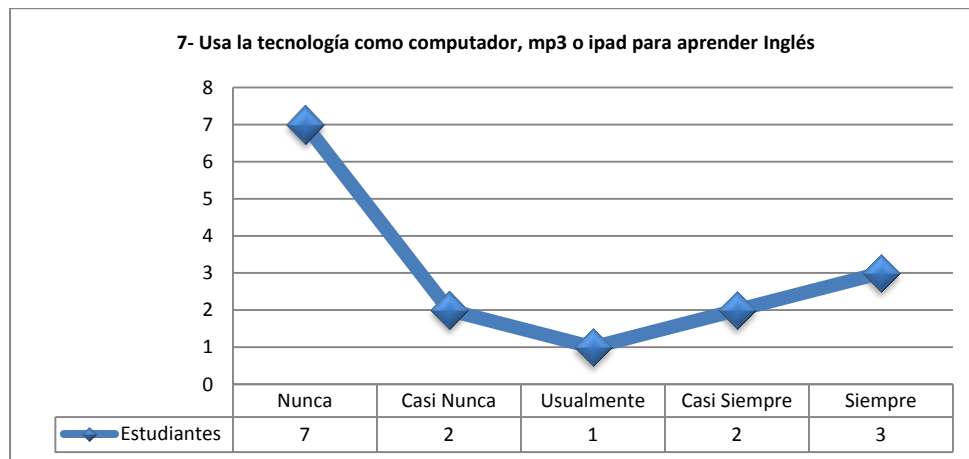


**Annex 24****The license provided by Pbworks site.**

The screenshot shows a web browser window with the address bar displaying 'saturdayenglishcourse [licensed for non-commercial use only] / Settings / License'. The browser's tab bar shows several tabs, including 'Manager', 'Buyer of Cocoa, Goji...', 'Dried Fruit', and 'dried fruit - Colomb...'. The main interface has a top navigation bar with 'Workspaces' (selected) and 'saturdayenglishcourse'. To the right of the workspace name are buttons for 'Upgrade Now!' and a user profile for 'Jennifer López'. Below this is a secondary navigation bar with 'Pages & Files', 'Users', and 'Settings' (selected). A search bar on the right says 'Search this works'. On the left side, there is a sidebar menu with categories: 'BASIC SETTINGS' (containing 'About This Space', 'Colors', 'Logo', 'Export'), 'ACCESS CONTROLS' (containing 'Workspace Security', 'Notifications & RSS', 'Classroom Accounts'), and 'ADVANCED SETTINGS' (containing 'Developer Interface', 'Delete...', and 'License' which is highlighted with a blue diamond icon). The main content area is titled 'License' and contains the text: 'If you have a license key from a Pbworks sales representative, please enter it here. Or [find out more about upgrading.](#)'. Below this text is a light blue box with a green star icon and the text 'Academic Basic'. To the right of this box is a button labeled 'Enter license key'.

## Annex 25

### Working with technology

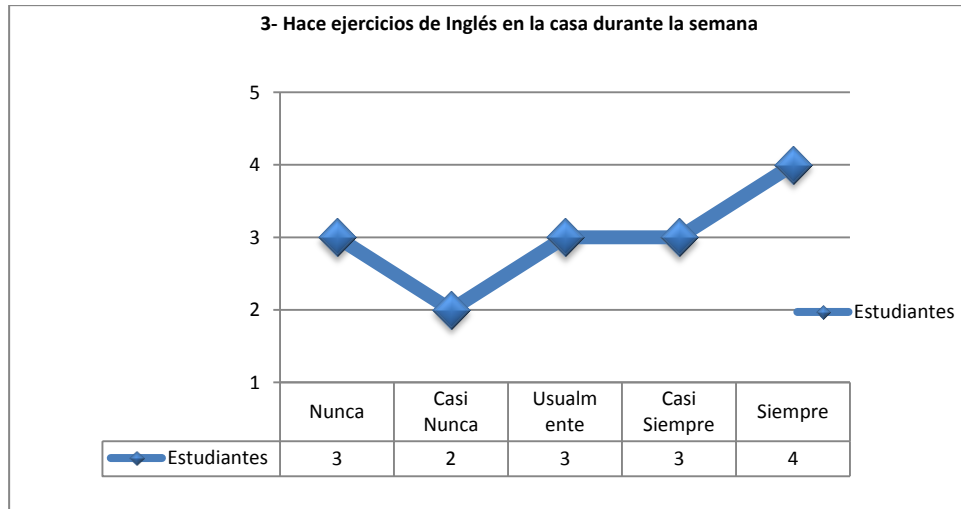


### Learning English through websites and using Computers, mp3 and iPads

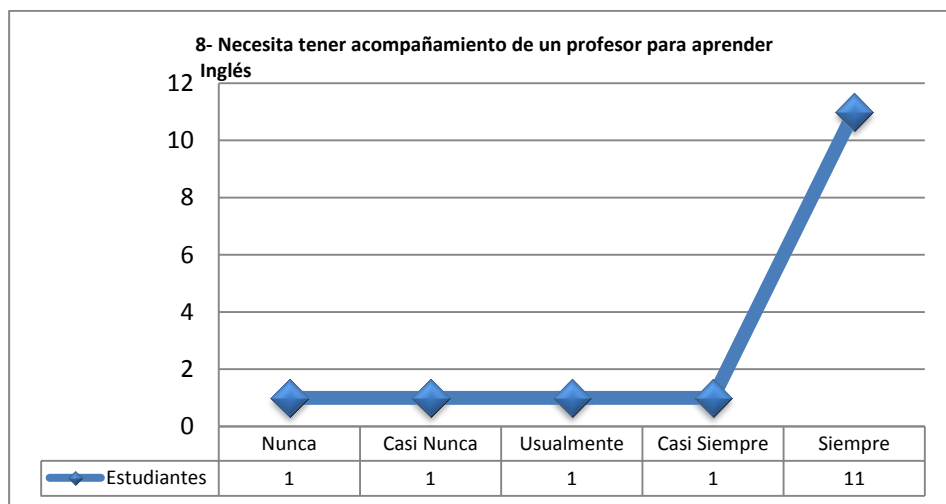
According to these figures which showed the question number 7 and 8 of the first questionnaire which inferred if students use technological tools for learning English, the figure showed a tendency for the choice “never”, but they use a lot of technology for entertaining, but not much for learning. Even though the graphic does not look favorable for the project, it is not an issue because they use technology in a different way. We decided to ask to students this questions because it could help us a lot to decide whether students have or not the technological devices to practice vocabulary on their by using the Pbwork we designed.

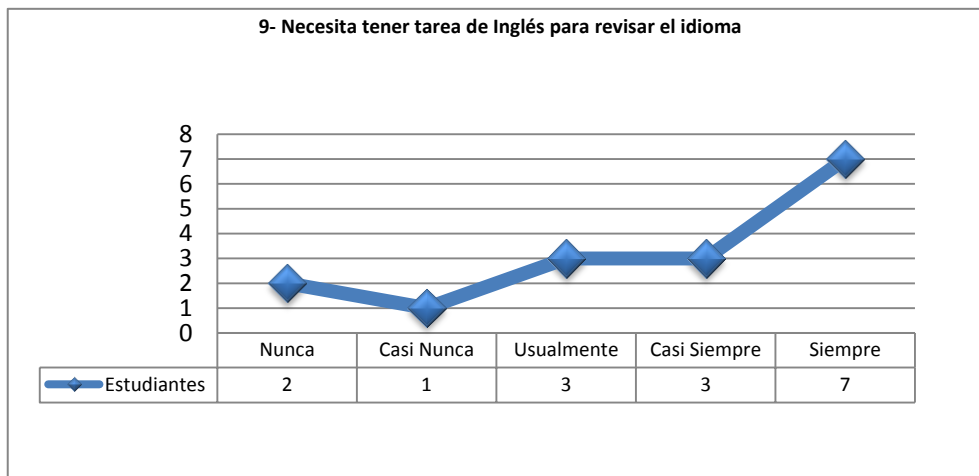
## Annex 26

### Students' autonomous work.



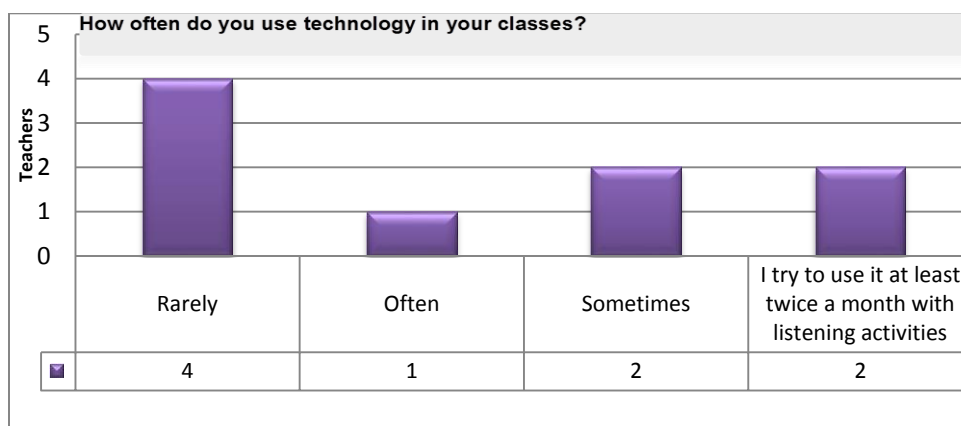
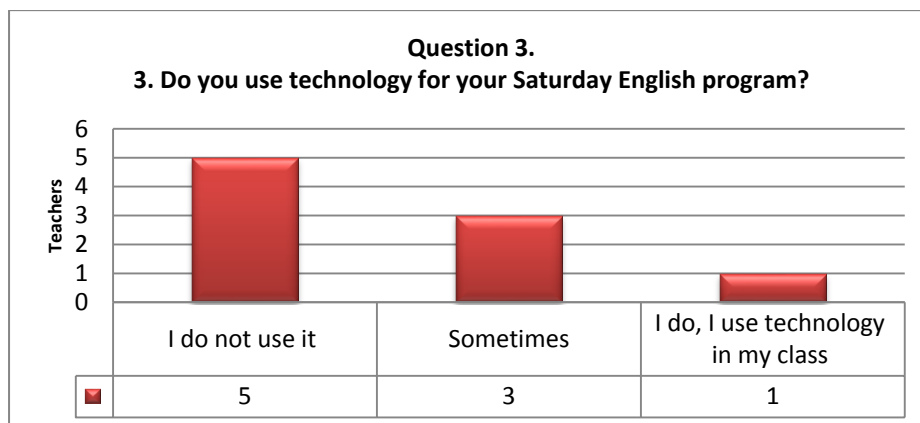
Although the choice “always” had a majority, in figure 12 the results did not make any clear tendency. The students at LHEMI were not emphasized in their own practice, so we concluded that depending on their own choice they practiced English at home without pressure or some of them just did it because they had English as a subject at school. In other words, for this study it was necessary to reinforce autonomous learning and tried to help them to learn more vocabulary.



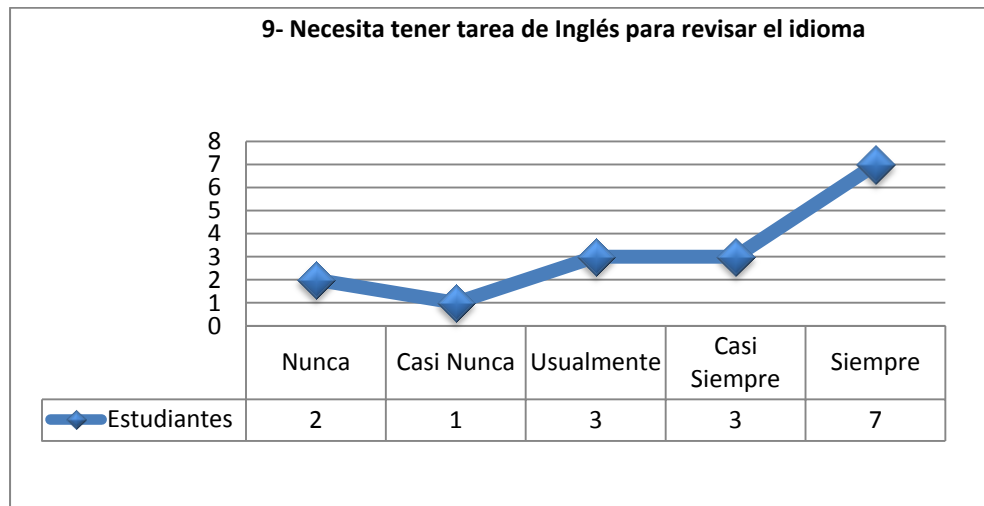


Do you Study English when you are not required to do it.

Figures 8 and 9 really helped us in order to support the problem that we stated because here we could see that students were not autonomous to work or practice English, they rather studied just with the teachers' help and as we said in our literature review the teacher should be a guide for students but the students do not have to depend on them to work or practice English. The teacher's roles are to be consultants, guides and model for learning." (Richards and Rodgers, 2001: p. 23).

**Annex 27****LHMI teachers did not implement ICT in their classes**

These figures showed us that most of the Saturday teachers at LHEMI did not use technology to develop their English classes and they did not mention reasons. However, when we did our literature review we found that Ashburn and Floden (2006) expressed that technology devices are useful to develop English classes because it can help students learn in an easier way (p.40). For example to improve listening skills, it is good to use songs that we could play on the computer, this in order to help students improve their listening comprehension. Finally, we concluded that even if technology helps students and teachers in the learning process, half of these teachers did not include the use of it to develop their classes.

**Annex 28****Do you Study English when you are not required to do it.**

This figure really helped us in order to support the problem that we stated because here we could see that students were not autonomous to work or practice English, they rather studied just with the teachers' help and as we said in our literature review the teacher should be a guide for students but the students do not have to depend on them to work or practice English. The teacher's roles are to be consultants, guides and model for learning.” (Richards and Rodgers, 2001: p. 23).

## Annex 29

## Students Notebook

